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ABSTRACT

One of the objectives of this study was to implement the school-community relations model of interaction to determine whether the specified patterns and processes were viable. Implementation began with a needs assessment, followed by an operational process involving four approaches: (1) a schoolwide focus on reporting pupil progress; (2) a graduate course on school-community relations; (3) individuals working on activities related to school-community relations deficiencies; and (4) the project coordinator implementing activities directed at needed school-community relations. Evaluation data indicated that it is possible for a school to implement the school-community relations. Informal observation revealed that the presence of the project coordinator raised the awareness of the staff members in implementing new ideas convinced other members of the staff to become involved in school-community relations. (Author/BP)

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The Implementation, Evaluation, and Refinement of the Home-School-Community Relations Interaction Model

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Technical Report No. 414

THE IMPLEMENTATION, EVALUATION, AND REFINEMENT OF THE HOME-SCHOOL-COMMUNITY RELATIONS INTERACTION MODEL

by

Marjorie Lynn Karges

Report from the Project on Home-School-
Community Relations

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July 1977

This Technical Report is a doctoral dissertation reporting research supported by the Wisconsin Research and Development Center for Cognitive Learning. Since it has been approved by a University Examining Committee, it has not been reviewed by the Center. It is published by the Center as a record of some of the Center's activities and as a service to the student. The bound original is in the University of Wisconsin Memorial Library.

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ABSTRACT

Research has indicated that schools do not approach school-community relations in a programmatic manner. School-community relations lack objectives, defined roles and responsibilities, and specific evaluative mechanisms. Schools approach community relations as a series of loosely organized activities.

One of the objectives of the present study was to implement the school-community relations model of interaction to determine whether the specified patterns and processes were viable. On the basis of the results of the model implementation, refinements were to be made in the model.

Implementation of the model began with an assessment of the existing school-community relations of the school. Staff members were interviewed by the project coordinator to determine their school-community relations responsibilities and their perceptions of the strengths and weaknesses of school-community relations at the school. The project coordinator also interviewed school community members to assess their perceptions of the strengths and weaknesses of the program and school-community relations of the school.

Using the results of the needs assessment, the project coordinator worked with the school staff to operationalize the model. Four

approaches to change were utilized: a schoolwide focus or reporting pupil progress, a graduate course on school-community relations, individuals working on activities related to school-community relations deficiencies, and the project coordinator implementing activities directed at needed school-community relations.

Evaluation data indicated that it is possible for a school to implement the school-community relations interaction processes and establish a program of school-community relations. Informal observation revealed that the presence of the project coordinator raised the awareness of the staff to school-community relations. In addition, the success of staff members in implementing new ideas convinced other members of the staff to become involved in school-community relations.

In the future, additional research must focus on the validity of the primary interaction patterns and on defining roles and responsibilities in a school-community relations program. Future consideration also needs to be given to training staff members in school-community relations. This will require the development of school-community relations training materials.

Approved by Marvin J. Fruth

Date May 23, 1977

CHAPTER I

INTRODUCTION AND BACKGROUND LITERATURE

Within the past decade, educators have become increasingly aware of school-community relations. One can rarely open an educational journal without finding at least one article related to school-community relations. Brochures and advertising materials which will provide the schools with tools for dealing with the public continually cross the desks of school district administrators. Local, regional, and national educational conferences increasingly devote a greater portion of their agendas to school-community relations.

It is little wonder then that educators are being increasingly exposed to school-community relations materials, presentations, and articles. Relations are changing. Bond issues for expanded educational facilities are meeting considerable resistance, even in affluent communities. Citizens who never before questioned educational policies and practices are demanding that educators defend school programs. In numerous communities, pressure groups have formed to demand changes in their schools.

Recognizing the increasing importance of the relations between a school and its community, the National Institute of Education has provided funds to the Wisconsin Research and Development Center for Cognitive Learning since 1973 for research in this area. One of the first tasks of the Home-School-Community Relations Project at the Wisconsin R and D Center was to design a model to describe the interactions between schools and communities in terms of the processes and interaction patterns involved. This model has served as the basis for a number of research studies which have attempted to determine its accuracy in reflecting the ways in which schools actually relate with their communities. The studies generally have shown that schools do not approach school-community relations in an organized, programmatic manner, as the model would suggest, but instead participate in isolated activities for which no clear objectives or responsibilities exist.

It has become necessary, therefore, to test the accuracy of the school-community relations model. Is it that schools cannot interact with their communities in the ways suggested, or is it that schools are not aware of the necessity of an organized approach to school-community relations? Answering these questions was among the objectives of this study. In addition to determining the success with which the model can be implemented, the present project also was designed to determine what refinements and revisions needed to be made in the model.

To implement the model, a project member was placed in a school for a period of one year. While in the school, the project member was to initiate and coordinate the implementation of the Wisconsin R and D Center's model for school-community relations and evaluate its usability. At the end of the twelve months, the project coordinator was to provide evaluative feedback and apply her experiences to a revision of the initial model.

In the pages that follow, there is a brief description of the trends in school-community relations over the years. This is followed by a description of each of the variety of approaches to school-community relations which presently exist. The chapter ends with a detailed description of the Wisconsin R and D Center's Home-School-Community Relations Project, which includes its theoretical framework and its research findings.

Historical Perspective of School-Community Relations

Throughout the history of the American educational system, several trends have been advocated in terms of the relationship between the school, the home, and the community. During the first 150 years of United States history, the school and the community were considered to be jointly responsible for the education of youth. Parents and the school supported each other in the task of educating the youth of the community. Most Americans believed strongly in the desirability of involving the community in school decisions.

As the United States entered the twentieth century, the educational philosophy of its citizens changed. Cities had grown tremendously, as had school districts. Such educators as Horace Mann argued for the consolidation of the committees which governed the schools, thereby reducing the number of citizens participating in the decision making at the local school level.[1] Others advocated,

> A community-dominated and essentially provincial form of education would no longer equip youth to deal with the changed demands of agriculture itself or with the complex nature of citizenship in a technological, urban society.[2]

Therefore, a separate professional education community began to develop.

This separation of the community from its schools continues in many locations today. Frequently, the residents of a community find the schools distant and controlled by professionals, with little or no accountability to the people. Educators are viewed as protective of their power and as controlling all levels and areas of educational decision making.[3]

More recently, however, in many communities the citizens have realized that the schools are theirs, and they no longer accept educational decisions and practices forced upon them. There is a growing dissatisfaction among laymen with many aspects of public education.[4] Citizens are calling for a return of power to the people, decentralization, and community control of schools.[5] What happens in the schools, they claim, can no longer be mystical, "professional," and quasi-secret.[6]

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[1] American Association of School Administrators, Politics and Education: A Series of Twelve Essays Focusing on Questions and Issues Around Which Policy Evolves (Washington, D.C.: American Association of School Administrators, May 1971), 9, p. 7.

[2] D. B. Tyack, "The Tribe and the Common School: Community Control in Rural Education?" American Quarterly, 24 (1972), 4.

[3] Marilyn Gittell, Community Participation in Education. Paper prepared for the Teacher Corps Associates (November 1974), p. 2.

> [People] want to understand the modern trends, methods, and innovations that are altering the schools they attended. They want to know, too, what the schools are trying to accomplish and the extent to which they are achieving their goal.[7]

This change has not been viewed favorably by some educators who are fearful of citizen partnership in the educational process.

Other educators view the recent trend toward increased desire by the community for involvement in education as a positive opportunity. They see one of the major impacts of improved relations between the school and the community to be the results it will have on students. They suggest that in order to maximize the students' growth and development, the school must work with the community. Because citizens, especially parents, often have the interest and perspective that the professional educators need to add to their background and abilities, such cooperation will provide ideal conditions for student development.[8] Students will also see the cooperation between the home and school for their education and realize that the two efforts are not worlds apart.[9] In addition, as parents become involved in the school and as cooperation increases, parents' expectations for their children will become more similar to the expectations of the school. The result is a healthy environment for student growth.[10]

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[4] Charles Atwell, Dewey A. Adams, and Wayne M. Worner, "The Administrative Team Concept." A Systems Approach to Educational Administration, ed. Robert C. Maxson and Walter E. Sistrunk (Dubuque, Iowa: William C. Brown Company, 1973), p. 77.

[5] A.A.S.A., Politics and Education, p. 7.

[6] Garda W. Bowman and Harry Morgan, Parent Involvement. Working Paper produced at Bank Street College (October 1969), p. 6.

[7] Keith W. Atkinson, "Communication: Closing the Widening Gap." Clearing House, 46 (September 1971), 27.

Another major outcome of improving the relations between the school and the community is increased financial and political support by the community for the schools. There presently is an apparent slump in public support for education. For example, a recent survey of the success of bond issues for education in Ohio revealed that 73 percent were rejected by the voters.[11] Another survey of 45,000 local PTA's indicated that the parent-teacher partnership is in trouble. Rather than a supportive relationship, there is confrontation and conflict. As a result, political and financial support is frequently lost.[12] As Parsons and Cave suggested,

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[8] Ernest Osborne, The Parent-Teacher Partnership (New York: Columbia University, 1959), p. 46.

[9] Thomas S. Parsons and William M. Cave, Toward a Theory of Home, School and Community Interrelations (Park Forest, Illinois: Community Education Associates, 1962), p. 24.

[10] Laval S. Wilson, "The Key to Successful School-Community Communication." Parents-Children-Teachers: Communication, ed. Sylvia Sunderlin (Washington, D.C.: Association for Childhood Education International, 1969), pp. 70-71.

[11] William D. Boutwell, "Achieving Effective Communication." Educational Digest, XXXVI (September 1971), 20.

> Until many more parents than at present are explicitly acquainted with their unique opportunities for co-operation in the teaching-learning process -- and are actively involved, with professional leadership, in the dynamics of curriculum planning and instruction -- the public-owned educative machinery of this nation must continue to get the low mileage which has earned criticism in recent years, from an astonishing variety of citizens.[13]

Another educator who saw improved school-community relations as essential for community support of education was Dodson. He suggested,

> Unless school-community relations can be improved so teachers believe they have the support of the community in dealing with children, it is going to be impossible for them to do the job required of them. Unless the community believes the teachers are genuinely interested in their children and accepting of them they are not going to give that support.[14]

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[12] Charlotte Prince Ryan, "Parent Power: Prelude to Dialogue." Compact, III (April 1969), 31.

[13] Parsons and Cave, Toward a Theory, p. 20.

[14] Dan W. Dodson, The Crisis in School-Community Relations. Paper delivered before the closed session hearing of the National Advisory Commission on Civil Disorders (Washington, D.C.: National Advisory Commission on Civil Disorders, November 2, 1967), quoted in Gordon Hoke, Involving Parents in Programs of Educational Reform (Urbana, Illinois: ERIC Clearinghouse on Early Childhood Education, 1968), p. 5.

A final outcome of improved relations between the school and its community is the improvement of society generally. Carter[15] suggested that the quality of our society depends upon the quality of our schools and that the quality of our schools depends upon how effectively the educational leaders influence the educational decisions being made by the community. He stated the necessity of school staffs having "abiding faith in the worth of each member in the school community" and striving "to develop an atmosphere in which each person maintains a wholesome attitude toward the school." He felt that only then would our society improve.

Establishing an Effective School-Community Relationship

Having realized the important outcomes and impact of a good relationship between the school and the community, one must examine how such a relationship can be established. A variety of advice on this topic exists in the literature. Numerous approaches have been advocated, including approaching school-community relations as a communication and public relations activity, as an involvement activity, as a participation activity, and as a political activity. Each of these approaches is examined in detail on the following pages.

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[15] David G. Carter, The Principal in the Socio-Political System of the School. Paper presented at the meeting of the American Educational Research Association (Washington, D.C.: American Educational Research Association, 1975), pp. 6-7.

School-Community Relations as Communication and Public Relations

Numerous authors have discussed school-community relations in terms of its consisting of communications and public relations between the school and the people served by the school. Several examples of such a philosophy follow.

The National School Public Relations Association (N.S.P.R.A.) and the National Association of Elementary School Principals (N.A.E.S.P.)[16] claimed, "[T]he public would like more information about modern education, the new methods being tried, and the new ideas concerning the kind of education needed. In short, they need and ask for information." They promoted systematic, two-way communication between the school and its publics in order to build goodwill and support for the school.

A second example is provided by Atkinson, who claimed, "[P]roductive school-community relations emerge only when communication promotes mutual understanding and common action." He formulated six guidelines for school administrators to follow in planning for the communications process. The guidelines include: (1) exploring the feelings, motives, aspirations, and concerns of the people; (2) communicating with many individuals; (3) influencing the thinking of key individuals through a continuous flow of information which will help people to perceive education in a useful context and to see the need for moral and financial support; (4) utilizing diverse communication media in order to reach all of the intended audience; (5) realizing that the acceptance of communication depends on the receiver's perceptions of the sender and the kind of action proposed; and (6) remembering that the outcome of communication can be measured by the feedback which is obtained. Atkinson suggested,

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[16] National School Public Relations Association and National Association of Elementary School Principals, Elementary School PR Tool Kit: For Building Better Understanding (Arlington, Virginia: N.S.P.R.A. and N.A.E.S.P., 1974), pp. 7, 30.

> While it is essential to tell the public about the schools, it is also incumbent on educators to listen to the public's response to information and, after serious examination, to use the feedback to improve future communication.[17]

Other examples of those who have stressed the importance of good school public relations include Rice, Harmon, McCloskey, Ilioff, and Stout. Rice claimed,

> Many of our publics no longer feel powerless to make changes they desire, and so the emphasis must be as much on gathering input from these groups as well as telling the traditional school story. . . . If anything permeates all phases of educational administration, it must be public relations.[18]

Harmon[19] valued the development of a cooperative, interactive relationship between the school and the public as good public relations and essential for the welfare of the child. McCloskey[20] echoed much the same feeling when he suggested that it is the responsibility of the school to provide information and stimulate discussions which will enable citizens to evaluate facts, issues, needs, and to make educational decisions that benefit their children. Ilioff[21] stated that an effective program of informing parents can unite the public into a useful force. Stout[22] suggested that parents want to know what is being taught, how and why it is being taught, and with what success it is being taught. The school that interprets its program through the proper media will have the public's support, according to Stout.

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[17] Atkinson, Communication, pp. 27-30.

[18] Arthur H. Rice, "Public Relations Problems Impede Community Support." Nation's Schools, 86 (August 1970), 12.

[19] James J. Harmon, "A Necessity: Public Relations." School and Community, 58 (December 1971), 17.

Another large group of authors has suggested how schools can effectively communicate and relate with the community. Representative of this group is the American Association of School Administrators (A.A.S.A.), Hymes, Bowman and Morgan, National School Public Relations Association (N.S.P.R.A.), Hunter, and Stevens and Bartky.

Among the communications suggestions made by A.A.S.A.[23] is that one-way communication with parents and other adults in the community be honest in intent and an integral part of the total educational program. They suggested communication which includes positive, simple, easily understood language. Hymes[24] discussed the importance of the flow of information which takes place when teachers make home visits and when parents visit the school. He suggested that when teachers visit the home, they receive information which will help them tailor the students' programs to their individual needs, interests, and strengths. When parents visit the school, Hymes claimed, they receive information which will help them deal with disagreements which arise in a community about the school.

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[20] Gordon McCloskey, Education and Public Understanding (New York: Harper and Brothers, 1959), p. 12.

[21] Louie B. Ilioff, "The Effect of Certain Teaching Practices Involving Systematic Home-School Cooperation upon the Achievement of Eighth Grade Pupils in Mathematics" (unpublished Ed.D. dissertation, Pennsylvania State University, 1957), p. 1.

[22] Dorman G. Stout, Teacher and Community (Yonkers-on-Hudson, N.Y.: World Book Co., 1941), pp. 70-71.

[23] American Association of School Administrators, ABC's of School Public Relations (Washington, D.C.: American Association of School Administrators, 1959), p. 3.

Bowman and Morgan of Bank Street College proposed the value of communication through the staff reaching out to the community.

> It includes home visits to learn more about the child and his environment and to be able to see the school as much as is humanly possible through the eyes of parents and community. . . . It means searching out opportunities for two-way communication between parents and teacher about each individual child. It means helping the parents support the child's in-school learning in his out-of-school experiences. It means a climate in the school from receptionist to principal which invites and respects the parents' contribution.[25]

N.S.P.R.A. outlined important guidelines for written communication and for oral communication. Among their suggestions was that written communications be attractive, concise, interesting, and accurate. The messages sent home by teachers must be approached particularly carefully, as they are sometimes the only contact with parents. It is essential that teachers' messages encourage the parents to become involved in their children's education. If each message projects the teacher's personality, informs the parent, and shows that the teacher cares about each child, parents are more likely to show interest and cooperate, according to N.S.P.R.A.[26] For oral communication, N.S.P.R.A.[27] suggested that the teacher speak softly and be enthusiastic; be competent, friendly, receptive, informal, but positive; listen to parents in a sympathetic, understanding way; make it possible for the parents to understand what is being said; let the parents state their case first; be free with praise; give both sides of a problem in a calm, objective manner; and make sure that what the teacher says agrees with what was written on the report card.

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[24] James L. Hymes, Effective Home-School Relations (New York: Prentice-Hall, 1953), pp. 135, 156.

[25] Bowman and Morgan, Parent Involvement, p. 3.

Other educational theorists have discussed the importance of creating good relations through oral communication -- particularly through conferences. Hunter[28] reported about the content of conferences and suggested that parent-teacher conferences provide an opportunity for sharing information regarding the student's progress, as well as any changes which must take place in the learner and what the home and school can do to accomplish those changes. Stevens and Bartky[29] suggested essential guidelines for parent-teacher interaction during conferences. It is essential, they claimed, that the teacher promote a two-way conversation, create a feeling of friendliness and mutual concern, and utilize the art of listening for facts.

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[26] National School Public Relations Association, Working with Parents (Washington, D.C.: National School Public Relations Association, 1968), p. 11.

[27] National School Public Relations Association, Conference Time (Washington, D.C.: National School Public Relations Association, 1970), pp. 27-28.

Research on School-Community Relations as Communication and Public Relations

In contrast to the large number of opinions which have been expressed about how public relations and communication should be handled by schools, there is a dearth of research on the topic. One of the few studies designed to evaluate the effects of school public relations activities was conducted by Simpson.[30] He discovered there was little correlation between whether ten frequently-mentioned public relations activities were present and the outcome of school elections.

Other research on communication and public relations has focused on the effectiveness and parental reactions to various methods of communication. A study conducted by Hicks[31] in 1967 in St. Louis was designed to determine the effects of mass media and home visits on the parents' attitudes toward school. A random sample of 434 parents of children attending lower-class schools were visited by teacher aides at least twice and sometimes three times. Results showed that the use of mass media was successful in creating a greater awareness of the school program and a positive attitude toward school, but mass media were not as effective as the aides' personal contact.

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[28] Madeline C. Hunter, "Home-School Communication." National Elementary Principal, 47 (November 1967), 25.

[29] Andrew Stevens and John Bartky, Techniques for Handling Problem Parents (Englewood Cliffs, N.J.: Prentice-Hall, 1966), pp. 12-13.

[30] Robert J. Simpson, "Does PR Breed False Security?" Michigan Education Journal, 41 (January 1964), 5-8.

Other studies by Schiff, Robitaille, and Erickson have focused on the effectiveness of parent-teacher conferences in relation to written reports of pupil progress. Schiff[32] compared the effects of parents having the usual school contacts plus two report card conferences and one demonstration lesson with the effects of parents having only the usual school contacts. He discovered that the students whose parents had been involved with the conferences and demonstration lesson had better school attendance, better study habits, fewer behavioral problems, and greater gains in reading than the students whose parents had no unusual contacts with school.

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[31] Leo B. Hicks, An Experiment in School Community Relations. Paper prepared for East St. Louis School District #189, 1967, pp. 7-14.

[32] Herbert Jerome Schiff, "The Effect of Personal Contactual Relationships on Parents' Attitudes Toward and Participation in Local School Affairs" (unpublished Ed.D. dissertation, Northwestern University, 1963), pp. 128-129.

Robitaille[33] studied the effectiveness of reporting pupil progress using a report card versus reporting through a combination of a report card plus a conference. He discovered that the students whose parents had two conferences in addition to the report card had significantly fewer educational problems.

Erickson[34] was involved in the study of conferences as an alternative to report cards. Her conclusion was that the conference method of reporting pupil progress provides much more information than the report card. She also discovered that teachers and parents see the conference as essential for the child's educational growth and development.

Other researchers have focused on written communication. Grout and Cohn studied the effectiveness of newspaper articles in educating citizens about the schools. Grout[35] discovered that there were sizeable gains in public understanding and favorableness of opinions about the reading program in the school system as a result of four articles which appeared in the local newspaper. Cohn[36] also found that people were influenced by what they read about the educational problems in the community. He discovered that the local newspaper is a mediating force in relation to the educational problems.

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[33] Joseph Philip Robitaille, "An Analysis of the Effect of Parent-Teacher and Parent-Teacher-Pupil Conferences on the Problems of Intermediate Grade Pupils" (unpublished Ph.D. dissertation, University of Connecticut, 1959), pp. 124-127.

[34] Lucerne Faye Erickson, "Parent and Teacher Attitudes toward Parent-Teacher Conferences Which Have Been Designed to Supplement or Alternate with Grade Cards" (unpublished Ph.D. dissertation, Indiana University, 1973), pp. 151-153.

[35] Stuart W. Grout, "Interpreting Education Through the Local Newspaper." Administrator's Notebook, 5 (October 1956), 1-4.

Sloan[37] surveyed the ways that parents of elementary school students prefer to learn about the school. Their preferences included the school newsletter, parent-teacher conferences, their children, notes and telephone calls from the teacher, and PTA. A similar study of the preferences of the parents of secondary students by Marnix[38] discovered that the content of the message determined their preference in terms of media used. For information regarding school activities, staff, and management support programs, parents preferred school publications. For information on curriculum, guidance, and policies they favored general bulletins. For information on individual students they preferred personally written messages.

School-Community Relations as Involvement

Although numerous authors consider school-community relations to consist of public relations and communications, another large group of authors considers communication and public relations to be essential but not sufficient for good school-community relations. This section includes educational theorists who stress the necessity of community involvement in order to maintain good relations. Although the word "involvement" is utilized in numerous ways throughout the literature, it is defined here as the contribution of a person's time, energy, and/or resources to the school. Among the basic motivations for involving citizens are: to promote real understanding of the school and what it is teaching, to encourage community support of the schools, and to provide more individual help to students.

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[36] Adrian A. Cohn, "The Relationship of a Community Newspaper to the Educational Problems of Its Community" (unpublished Ph.D. dissertation, University of Wisconsin-Madison, 1959), pp. 254-257.

[37] Bonnie Sloan, "School-Home Communications" (unpublished Specialist's Thesis, University of Toledo, 1973), p. 41.

[38] Anne Maurine Marnix, "School-Home Communications: Information and Media Preferences of Parents of Secondary School Students" (unpublished Ph.D. dissertation, University of Oregon, 1971), p. 225.

Sestak and Frerich summarized the philosophy of numerous authors when they stated,

> School-community relations is a two-way street. It means understanding the other party - the public - so that it can be helped to understand you, the school. It means listening as well as talking. It is not the mere giving of information because this does not guarantee understanding. Real understanding is best cultivated by the interaction of school and community through a variety of contacts and by those human relationships that bring about mutual respect.[39]

They suggested drawing citizens into meaningful involvement in school affairs.

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[39] Michael E. Sestak and David D. Frerich, "The Principal's Role in School-Community Relations." Selected Articles for Elementary Principals (Washington, D.C.: Department of Elementary Principals, N.E.A., 1968), p. 118.

Conant also spoke of the value of community involvement in the schools.

> The profits can be enormous. Parents discussing and constructing curriculum materials under professional guidance learn about what the school is teaching and why. Parents working in the classroom as aides under the teacher's direction learn at first hand and by good example how different children are and how one can respond to their differences.[40]

Similar feelings were expressed by Boutwell.[41] He suggested that the trend toward educators' loss of credibility with the public could be dealt with in a number of ways, including: finding ways of identifying and serving the parents of preschool children by helping these parents become good teacher-tutors, expanding the use of paraprofessionals, and encouraging parents to volunteer to help both at home and in the school.

N.S.P.R.A.[42] saw many of the same advantages to citizen involvement, particularly when an educational innovation is being adopted. The association suggested that the only way to motivate people to support the educational system and educational innovations is by directly involving them in it, "either in planning, implementing, or intensive visitation opportunities."

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[40] Margaret M. Conant, "Teachers and Parents: Changing Roles and Goals." Childhood Education, 48 (December 1971), 116.

[41] Boutwell, "Achieving Effective Communication," pp. 20-22.

[42] National School Public Relations Association, Public Relations Gold Mine, Vol. X (Washington, D.C.: National School Public Relations Association, 1968), p. 51.

One of the proponents of involving citizens in order to provide more individual help to the students was Hymes.[43] He suggested that having a parent work with students, concentrating on their individual needs, is worth far more than "buckshot" instruction, only a portion of which will meet the individual's needs.

Numerous suggestions have been made in the literature as to how citizens can become involved in the school. Gue and Hudes,[44] among others, suggested that they serve as volunteers in a resource center where they would create custom-made instructional materials. Kindred[45] proposed that they serve as resource people, preparing materials in their areas of speciality. Involving citizens as paraprofessionals was discussed by Holmes and Masse.[46] They suggested that such assistants serve as teacher aides, clerical aides, library aides, and in other capacities, as needed. Cunningham and Nystrand suggested,

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[43] Hymes, Home-School Relations, p. 170.

[44] Ruth S. Gue and Sylvia Hudes, "Parents-Teachers: Communication." Parents-Children-Teachers: Communication, ed. Sylvia Sunderlin (Washington, D.C.: Association for Childhood Education International, 1969), p. 7.

[45] Leslie W. Kindred, School Public Relations (Englewood Cliffs, N.J.: Prentice-Hall, 1957), p. 146.

[46] Glenn E. Holmes and Bernard Masse, "Parents: You Take the Initiative." Parents-Children-Teachers: Communication, ed. Sylvia Sunderlin (Washington, D.C.: Association for Childhood Education International, 1969), pp. 19-20.

> . . . employing community workers to go into neighborhoods to determine the concerns of residents and aid them in petitioning the school system is a useful one which should be employed in more cities.[47]

Research on School-Community Relations as Involvement

Numerous projects and research studies incorporating citizen involvement in the educational process at school and at home have been undertaken throughout the country. Examples of these projects and studies follow.

A project of parent education in north-central Florida proved that parents can aid the instructional program at home and at school. Twenty-one parent educators made one visit each week to each of 300 mothers who had children from three months to seven years of age. The purpose of the visits was to teach mothers to teach their own children at home. At the end of the first three years of operation, the program had resulted in a positive attitude towards school not only in the children through age seven but also in the parents and in the older children in the families.[48]

A similar project was undertaken in a school in New York City. Staff and parents together worked out school goals, including learning the basic skills and understanding and appreciating themselves and their relationship to others. Students, parents, and teachers worked together in activities. Progress was made toward reaching the goals, partially because parents knew they were sincerely welcomed and needed at the school.[49]

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[47] Luvern L. Cunningham and Raphael O. Nystrand, Citizen Participation in School Affairs: A Report to the Urban Coalition (New York: The Urban Coalition, 1969), p. 9.

[48] Ira J. Gordon, "Self Help Approach: Parents as Teachers." Compact III (December 1969), 32-35.

A project titled "Fifty Teachers in a Classroom" in Great Neck, New York, first identified the skills, experiences, hobbies, professional background, and other resources of citizens who were interested in becoming involved with the education of the students. The lists were made available to teachers who invited resource people to talk to their classes. Resource people also invited students to visit them. The students gained a great deal of knowledge about various types of work.[50]

Project Pre-Kindergarten actively involved parents in a family-education program. Study groups centered around the problems of making a home and rearing children. Teachers held frequent conferences with parents. Parents were invited to become involved in classroom activities through assisting with the preparation of materials and with field trips. They were also asked to make suggestions for improving the program. Through actively involving parents, the project found that home and school could reinforce each other's efforts.[51]

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[49] Anne Chambers Lewis, Communication Ideas in Action (Washington, D.C.: National School Public Relations Association, 1970), pp. 43-49.

[50] Osborne, The Parent-Teacher Partnership, p. 45

Formal research has also been conducted on the effects of parental involvement in the schools. Ilioff[52] designed a systematic program for involving parental participation and assistance in discussion groups for eighth-grade mathematics classes. Among those students who were exposed to the parental participation in discussion groups, there was greater pupil achievement and increased parental understanding than in the control groups which were not exposed to the parent involvement.

"School and Home: Focus on Achievement" was an experimental program designed to determine what effect the involvement of parents in the daily reading exercises and studying of their children at home would have. Parents were given directions and materials for studying with their children. Results showed that children whose parents were involved with their studying made significantly greater gains in vocabulary and comprehension than the children whose parents were not involved.[53]

Another example of an experiment which lent further credibility to the importance of involving parents in their children's education took place at the Glen Haven Achievement Center in Fort Collins, Colorado. Each mother was given specific directions on how to work with her exceptional child. When the Center actually involved parents in working with their children, the children's perceptual-motor deficits lessened and their learning improved.[54]

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[51] Gordon Hoke, Involving Parents in Programs of Educational Reform (Urbana, Illinois: ERIC Clearinghouse on Early Childhood Education, 1968), pp. 6-7.

[52] Ilioff, "Home-School Cooperation," pp. 94-95.

[53] [Mildred Smith], School and Home Program in Flint, Michigan (Washington, D.C.: U.S. Department of Health, Education, and Welfare, 1969), pp. 1-9.

Hicks[55] discovered that students of parents with positive attitudes about school and their children had higher academic achievement, social adjustment, and emotional stability. Students whose parents did not support the school had lower achievement, motivation, and school interest. Hicks concluded that parents need to be involved in school activities in order to improve not only their own attitudes but also their children's attitudes and achievement.

School-Community Relations as Participation

As reported in the preceding pages, numerous authors have suggested that good school-community relations must include involvement of citizens' time, energy, and/or resources in addition to effective communications and public relations. Still another essential process involved in creating good relations between the school and the community, according to various authors, is the participation of community members in educational decision making. These authors have suggested that citizens must be involved in making decisions about school policy as well as school operations.

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[54] Clara M. Chaney and Newell C. Kephart, "Understanding Differences in Children." Parents-Children-Teachers: Communication, ed. Sylvia Sunderlin (Washington, D.C.: Association for Childhood Education International, 1969), pp. 41-44.

[55] Hicks, Experiment in School Community Relations, pp. 1-2.

Numerous ideas exist about why citizen participation is essential. These rationales include informing school administrators of community needs and feelings, improving the quality of education offered, increasing the credibility of educators, and exercising a democratic right. A sampling of various educational theorists who propose each of these rationales follows.

Among the authors who have proposed the value of citizen participation for informing school administrators of community needs and feelings are Gromacki, Gittell, N.S.P.R.A., and Bowman and Morgan. Gromacki[56] simply stated that citizen participation is important because it is "advising the school administration as to community needs." Gittell discussed the dangers of not having citizen participation in terms of resulting unresponsiveness to needs. In a paper prepared for the Teacher Corps Associates, she explained,

> No aspect of decision making should be totally isolated from consumer or citizen inputs and accountability. Any process which excludes participation of the people who are the recipients of the service and have a direct interest in policy decisions must end up lacking in responsiveness to needs.[57]

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[56] Chester Gromacki, A Study of Current Practices and Development of an Advisory Committee Handbook. Paper presented to a seminar in education (University of California-Los Angeles, June 1966), pp. 10-13.

[57] Gittell, Community Participation, p. 2.

N.S.P.R.A. also saw good school-community relations as more than simple dissemination of information. They saw citizen participation as essential to keep educators informed of community feelings. They suggested that advisory councils "broaden the knowledge and understanding of the board of education and citizens" and encouraged "the board to take effective action upon recommendations of the committee."[58] Bowman and Morgan saw a distinction between the roles of parents and the roles of educators. They stated,

> Deeply involved parents may set the educational goals. They are concerned with and knowledgeable about their children's learning needs - that is to say what they learn. School personnel develop the educational strategies. They are concerned with and knowledgeable [about] how children are enabled to learn.[59]

Among the authors who have viewed citizen participation as a means of improving the quality of education are Foster, Kindred, and Bowman and Morgan. Foster claimed,

> Shared decision-making affirms that leadership talent can come out of a group of parents, that it must be released, developed and brought to full blossom, and that such energy can effect quality education for children.[60]

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[58] National School Public Relations Association, Public Relations Gold Mine, Vol. VIII (Washington, D.C.: National School Public Relations Association, 1966), p. 17.

[59] Bowman and Morgan, Parent Involvement, p. 3.

[60] Florence P. Foster, Planning Parent Implemented Programs: A Guide for Parents, Schools, and Communities. Report to the New Jersey State Department of Education and U.S. DHEW (Trenton, N.J.: State Department of Education, February 6, 1969), pp. 5, 28.

Kindred advocated the value of citizen participation, mainly through advisory councils, as contributing to educational quality.

> These panels, while not always satisfactory, have demonstrated nevertheless that laymen have a significant contribution to make to the advancement of education.[61]

Bowman and Morgan[62] also promoted the participation of the community in educational decision making to improve the quality of education. They suggested that sharing and collaboration between the school, the parents, and the community, rather than complete domination by any one of these, will lead to better quality education, "since each has something to contribute and something to learn from the other."

Other educational theorists have discussed the lack of credibility of educators among community members. They have suggested the value of citizen participation in correcting this situation. Cunningham and N.S.P.R.A. are representative of these authors. Cunningham discussed the lack of support and confidence of citizens toward education. He suggested the importance of citizen participation in making educational decisions in order to get at "the basic educational problems that caused the breach of confidence in the first place."[63]

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[61] Kindred, School Public Relations, p. 147.

[62] Bowman and Morgan, Parent Involvement, p. 3.

[63] Luvern L. Cunningham, "Community Involvement in Change." Educational Leadership, 27 (1970), 366.

N.S.P.R.A.[64] also discussed the serious communication problem and lack of local support for education. The association suggested that planned participation and face-to-face communication could help tremendously with the situation.

Finally, citizen participation in decision making has been viewed as a democratic right, a right which can and should be exercised. Arnstein[65] represents such a philosophy. She likened citizen participation in education to citizen participation in government. She saw participation as "the cornerstone of democracy." Cahn and Cahn[66] also equated citizen participation and democracy. They suggested that democracy is affirmed and alienation is eliminated when citizens have an opportunity to become participants in the educational system.

In addition to the numerous opinions which have been expressed on why citizens should participate in education, there are also numerous theories on how citizens should participate in education. The suggestions on how to utilize citizens have ranged from merely serving on committees in order to become informed by educators to actually making educational decisions. A selection from the literature on each of these levels of participation follows.

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[64] N.S.P.R.A., Public Relations, VIII, p. 15.

[65] Sherry R. Arnstein, "A Ladder of Citizen Participation." American Institute of Planners Journal, 35 (July 1969), 216.

[66] E. S. Cahn and J. C. Cahn, "Maximum Feasible Participation: A General Overview." Citizen Participation: Effecting Community Change, ed. E. S. Cahn and B. A. Passett (New York: Praeger Publishers, 1971), p. 16.

Arnstein[67] described eight levels of citizen participation in educational decision making. Beginning with the levels with the least amount of citizen power, she described the categories of "manipulation" and "therapy." These are actually levels of citizen participation which are nonparticipatory. The nonparticipation levels enable the powerholders merely to educate the participants, and the participants are no more than rubber stamps to the powerholders. She considered these levels to be no more than attempts at public relations. The next higher levels of citizen participation she labeled "informing" and "consultation." With these types of participation, citizens are allowed to hear and to be heard, but they lack the power to insure that their views will be heeded by those with power. With the levels of "placation" and "partnership," citizens gain additional decision-making power. They are in a position to negotiate and make trade-offs with the powerholders. Finally, at the highest levels of citizen participation, "delegated power" and "citizen control," community members gain full managerial power.

Among those who have viewed citizen participation in terms of Arnstein's lower levels are Johnson, Lane, Holmes and Masse, Foster, Blumenberg, and Gromacki. Johnson[68] claimed that advisory committees are strictly advisory in that they make recommendations to the board of education based on their consideration of the facts. Lane[69] suggested that committees be formed of school personnel and parents to work on mutual problems and to report their findings and recommendations to the school and community. In discussing citizen committees, Holmes and Masse[70] reported the role of such committees to be studying school needs, directing the attention of the community to these needs, and developing support for school proposals. Foster[71] reminded her readers of state rules and regulations, which in New Jersey make it impossible for laypeople to assume responsibility for expending and accounting for funds unless they are on the board. Blumenberg[72] discussed the differences between community participation and community "takeovers," between shared decision making and community control. She suggested that it is the principal's responsibility to obtain advice from all sources in order to strengthen the professionals' expertise, but then to draw the dividing line. Finally, Gromacki[73] discussed the strictly advisory responsibilities of citizen committees. He suggested that the role of the committees is to discuss problems and formulate recommendations.

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[67] Arnstein, "Ladder of Citizen Participation," pp. 216-224.

[68] Robert W. Johnson, Public Relations Standards and Score Cards (Lincoln, Nebraska: University of Nebraska Printing Division, 1961), p. 17.

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[69] Bess B. Lane, Your Part in Your Child's Education (New York: E. P. Dutton and Co., Inc., 1948), p. 163.

[70] Holmes and Masse, "Parents Take Initiative," pp. 18-19.

[71] Foster, Parent-Implemented Programs, p. 12.

[72] Eleanor Blumenberg, "The School-Community Advisory Council: For Better or for Worse?" Journal of Secondary Education, XLVI (February 1971), 60.

[73] Gromacki, Current Practices and Handbook, pp. 10, 13.

Among the authors advocating more decision-making power to citizen committees are Arnstein, Gittell, and Zimmerman. Arnstein claimed,

> There is a critical difference between going through an empty ritual of participation and having the real power needed to affect the outcome of the process . . . participation without redistribution of power is an empty and frustrating process for the powerless. It allows the power holders to claim that all sides were considered, but makes it possible for only some of those sides to benefit. It maintains the status quo.[74]

Gittell[75] suggested that effective community participation allows for constant feedback and ongoing revision of policy. These "must be institutionalized as a continuing process." Zimmerman likened citizen participation in educational decision making to a professional athletic team.

> I understand this [participation] to be a synthesis of owners, of management, and of players with mutual understanding of what is meant by accountability control . . . A large-scale effort must be made to bring to parents and citizens in general the understanding necessary to fulfill their roles so they may be partners in the task of decision-making.[76]

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[74] Arnstein, "Ladder of Citizen Participation," p. 216.

[75] Gittell, Community Participation, p. 3.

[76] Herbert M. Zimmerman, "The Community and the Schools: Who Are the Decision-Makers?" National Association of Secondary School Principals Bulletin, 53 (May 1969), 171, 175.

Research on School-Community Relations as Participation

Once again, there is a lack of research to substantiate the recommendations of educational theorists in terms of the importance of citizen participation in educational decision making. The few studies which do exist are reported below.

A series of experiments was conducted by Lewin, Lippitt, and White[77] in the 1930's to determine the effects of citizen participation in decision making. The investigators discovered that those groups which were given an opportunity for maximum participation in decision making were more enthusiastic about their task and maintained a higher level of output than members of groups which were given less opportunity for participation.

Hoke, Basile, and Whiting reported on a federally financed project to identify the causes of the deterioration of public attitudes toward the public schools and to test various remedies to this problem. Objectives of the project were:

1. to create a positive community attitude toward public education,
2. to identify negative attitudes and discover which segments of the community held them,
3. to use individual and small-group contacts to effect a favorable change in community attitudes toward educational support.

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[77] Kurt Lewin, Ronald Lippitt, and Ralph K. White, "Patterns of Aggressive Behavior in Experimentally Created 'Social Climates.'" Journal of Social Psychology, X (May 1939), 271-299.

Results of the project included a successful school bond campaign, with 51.7 percent of the voters supporting the bond, versus 44.7 percent voter support on the last bond issue. The project directors concluded,

> . . . the more individuals involved and committed to a goal, the greater are its chances for success. The more individuals involved in the planning stage, the more the goal becomes a solidified concept capable of being achieved.[78]

In a study of the effects of community participation on students, Lopate, Flaxman, Bynum, and Gordon[79] discovered that among those parents who participated in decision making there was a greater likelihood of their children doing better in school. The study directors hypothesized that the achievement increase might have resulted from changes in teachers' attitudes as a result of their increased feeling of accountability when parents were involved in discussing school problems.

Finally, Sloan[80] studied the amount of participation desired by parents in selected school activities. Parents indicated that being informed was most important, followed by participation in decision making. Decisions which parents wanted to participate in included:

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[78] Fred A. Hoke, Donald P. Basile, and C. Robert Whiting, "How to Improve Community Attitudes." Phi Delta Kappan, LIII (September 1971), 30-32.

[79] Carol Lopate, et al., Some Effects of Parent and Community Participation on Education (Columbia University, N.Y.: Educational Resources Information Center, Information Retrieval Center on Disadvantaged, 1969), pp. iv, vi.

[80] Sloan, "School-Home Communications," p. 47-49.

the learning problems of their children, dress codes, new programs or changes, discipline procedures, size of class, and lunch program.

School-Community Relations as a Political Process

School-community relations becomes a political process when it includes the utilization of the analysis of issues and groups associated with the issues as the basis for building relations between the school and the community. Only a small amount of literature exists on school-community relations as a political process.

Dykes[81] suggested that it is the responsibility of school administrators to identify both formal and informal community leaders, educate the leaders about the needs of the schools, and lead the community educationally with professional competence and dedication.

Hughes[82] also recommended that educators and board members thoroughly understand power, the power structure of the community, and effective methods of dealing with the power structure. He suggested that only then will education become a means for orderly progress and change.

In viewing the principal's role in the school, Carter suggested,

> . . . a principal is involved in politics each time an effort is made to obtain support for, appease the demands of, or communicate with an individual, group,

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[81] A. Dykes, "Influencing the Power Elite." Educational Executives' Overview, 4 (May 1963), 34-35.

[82] L. W. Hughes, "Know Your 'Power' Structure." American School Board Journal, 154 (1967), 33-35.

> or organization . . . the way to obtain aid for the schools and to improve the instructional program is political.[83]

Carter also suggested that the principal, as an educational leader, will be ineffective unless he can exert influence. He must strive to create a "power with" style of leadership, which results in teamwork and group planning.

A final example of the political approach to school-community relations is Sestak and Frerich's article on the political role of the principal. They viewed the principal as the harmonizer between the school and the community.

> It is necessary for him to bring people together into closer relationships and greater harmony with the school. He must know what groups exist, what their interests are, and what possible contribution each group could make.[84]

Research on School-Community Relations as a Political Process

There are no studies which are directly related to school-community relations as a political process. No one has attempted to implement a political approach to building school-community relations. There have been, however, several studies on the analysis of a community to determine existing subpublics, as well as research on the characteristics of communities which have good relations with the schools. A brief summary of this literature follows.

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[83] Carter, Principal in the System, pp. 5-7.

[84] Sestek and Frerich, "The Principal's Role," p. 120.

Nystrand[85] studied the relationship between the school and the community in four urban areas. He was specifically interested in the ways in which the schools related with the communities; how effectively they related; means by which the communities learned about school-related issues; and the manner in which the communities were convinced to support the recommendations of surveys. Nystrand found that although citizens were not well-informed about school affairs, they generally held favorable attitudes toward the schools, teachers, and administrators. He also discovered that race was correlated with attitudes.

Miskel, Meisner, and St. Clair[86] compared communities in which bond issues had passed with those in which they had failed to determine how the board of education members and community leaders had interacted. They determined that the amount of interaction was significantly higher where the bond issues had passed, and that there was a lower level of sentiment toward the board members where the bond issues had failed.

Barnes[87] attempted to determine which community leaders influenced educational policy. He found that four categories of leaders were involved: businessmen, young professionals, school district officials, and the editor of the newspaper.

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[85] R. O. Nystrand, The Study of School-Community Relationships in Urban Settings: A Discussion of the Methods Employed in the Cincinnati, Columbus, Detroit, and Washington, D.C. School Surveys. Paper delivered at the American Educational Research Association (Los Angeles: American Educational Research Association, February 1969), pp. 9-10.

[86] Cecil Miskel, Robert Meisner, and Kenneth St. Clair, "An Investigation of the Politics of Education Using Two Theories of Social Organization as a Conceptual Guide." Educational Administration Quarterly, 7 (1971), 64-77.

[87] William D. Barnes, "A Study of Informal Group Activity Within a Community's Educational Arena" (unpublished Ph.D. dissertation, University of Oregon, 1961), pp. 39-60.

Examining the power structure related to bond elections, Harper[88] concluded that power structures can play a significant role in bond elections and can be predicted by sampling members of the power structure in the community.

School-Community Relations as a Program

A majority of the articles found in the literature consider school-community relations to consist of numerous activities directed at communication, involvement, participation, and/or resolution of problems. A few authors, however, have spoken about the importance of a program of school-community relations.

Dapper[89] mentioned the importance of a school-community relations program with aims and goals. She recommended that the program have real goals, both short-term and long-term, so that the daily tasks will not become confused with the ultimate aims. She stressed that educators not lose sight of their long-term goals.

Carter also stressed the importance of a well-conceived and carefully planned program. He explained,

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[88] Joe W. Harper, "A Study of Community Power Structure in Certain School Districts in the State of Texas and Its Influence on Board Elections" (unpublished Ed.D. dissertation, North Texas State University, 1965), pp. 185-190.

[89] Gloria Dapper, Public Relations for Educators (New York: MacMillan Company, 1964), pp. 3-4.

> What passes for a program may be chiefly a collection of incidental and accidental activities lacking in direction and organization. If the principal's efforts are worthy of being referred to as a program, they will be part of a clearly conceived plan of action based upon definite principles. . . . It will be characterized by continuous as opposed to periodic and spasmodic attempts to place the schools before the public.[90]

Research on School-Community Relations as a Program

Again, there is an extremely limited amount of research which has been conducted on school-community relations as a program. What research has been done has focused on the frequency with which schools undertake school-community relations programs, as well as the effect of a planned program for relating with the community.

Diener[91] surveyed thirteen elementary schools affiliated with Auburn University. All thirteen had implemented a program of Individually Guided Education (IGE). She discovered that the schools lacked long-range, planned programs for relating with the community. Furthermore, they provided little opportunity for communication and involvement and no participation in decision making. Diener concluded that schools must develop programs which successfully provide for communication, involvement, and participation.

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[90] Carter, Principal in the System, p. 8.

[91] Jacqulyn M. Diener, "Identification and Evaluation of the Home-School Communications Program in Thirteen Individually Guided Education Schools in Alabama" (unpublished Ph.D. dissertation, Auburn University, 1972), p. vi.

Krupa[92] also surveyed IGE schools to determine the school-community relations responsibilities of staff, objectives, and importance and effectiveness of the selected activities. He discovered that there was little agreement within a school about roles and responsibilities or about objectives of the activities. Based on these findings, Krupa concluded that a series of loosely organized activities existed, rather than a planned program of school-community relations.

Finally, a case study at Villanova University revealed that planned communications with parents can be very effective. A plan for raising money for a library fund began with research. Based on the research findings, the campaign was planned. Numerous written and oral communication activities were utilized. The results were a substantial increase in the amount of money contributed to the fund.[93]

School-Community Relations Responsibilities

Numerous authors have discussed school-community relations responsibilities. They have approached the topic in one of two ways: by expressing the necessity of having defined responsibilities and by actually defining the responsibilities.

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[92] Walter E. Krupa, "An Analysis of Home-School-Community Relations Activities in IGE Schools" (unpublished Ph.D. dissertation, University of Wisconsin-Madison, 1976), pp. xi-xii.

[93] American College Public Relations Association, 28 Case Studies of Institutional Public Relations and Development Programs (Washington, D.C.: American College Public Relations Association, 1965), pp. 12-15.

Among those who have expressed the necessity of having defined responsibilities are Goldman and Campbell and Ramseyer. Goldman[94] referred to the necessity of defining new role dimensions for the principal, teachers, and other staff members. Campbell and Ramseyer[95] also saw a need to distinguish role expectations regarding school-community relations.

The literature on school-community relations suggests numerous individuals who must be involved in creating good relations between the community and its schools. Among the school staff are the principal and the teachers; among the community members are pupils, parents, and nonparents. Discussions of the literature on the suggested responsibilities for each of these groups follow.

Stevens and Bartky[96] placed the responsibility for school-community relations on the principal. They claimed that the principal is wasting his time and talents if he does not maintain a good relationship with the teachers, parents, students, and the entire community.

Logan[97] also stressed the importance of the principal in creating good relations between the school and the community. She emphasized that it is the responsibility of the principal to create a friendly, relaxed atmosphere for the teachers and students, which will encourage parents to participate in face-to-face communication. Logan suggested that another way the principal can provide for good communication is by arranging scheduled conferences and providing the climate for unscheduled ones.

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[94] H. Goldman, "The Principal and the School Community." Theory into Practice, XI (February 1972), 9-16.

[95] R. F. Campbell and J. A. Ramseyer, The Dynamics of School-Community Relationships (New York: Allyn and Bacon, 1955), pp. 154-157.

[96] Stevens and Bartky, Techniques for Problem Parents, p. 5.

[97] Fidelis Logan, "The Principal as Communicator." Catholic School Journal, LXVII (September 1967), 64-67.

In discussing communication between the school and community, Flex[98] also placed the ultimate responsibility on the principal. She claimed that the school communication program is the principal's responsibility, even when it has been cooperatively arrived at and implemented.

N.S.P.R.A.[99] also held the principal responsible for school-community relations, as the principal must create the atmosphere in which teachers' communication activities can grow. N.S.P.R.A. suggested that the principal relieve teachers of clerical work to create time for them to visit with parents as an integral part of their daily schedule; provide a telephone and place for discussions with parents; and support teachers in their communication efforts.

Bortner[100] emphasized the important role of teachers in creating good relations between the school and the community. Many of the opinions of parents and others in the community are based on students' statements about school and their reactions to teachers. Therefore, creating the best atmosphere for learning will likely result in favorable pupil attitudes and good public relations for the school.

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[98] [Mary B. Flex], The Schools and the Community: A Communication Study (Washington, D.C.: Eugene and Agnes E. Meyer Foundation, 1966), p. 39.

[99] N.S.P.R.A., Working with Parents, pp. 4-5.

[100] Doyle M. Bortner, Public Relations for Teachers (New York: Simmons-Boardman Publishing Corporation, 1959), p. 30.

Sestak and Frerich also stressed the importance of the teachers' responsibility in creating good relations between the school and the community. They claimed,

> The teacher is probably the most influential factor in developing public opinion concerning the school. A successful school-community relations program is founded on an outstanding educational program and on the end product - pupil progress, which is always its own best advertisement.[101]

The quality of the educational program and the role of the teachers were discussed by Dapper.[102] She commented that having a good program at the school is essential to good relations.

Hunter also stressed the importance of the relationship between the teacher and the students. She explained,

> In planning for effective home-school relationships, we must begin with the premise that the essential ingredient is a fine educational program which produces a happy, productive, learning student. No amount of public relations-based communication can replace or alter the impact of the educational message inherent in an unhappy, frustrated, nonachieving learner.

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[101] Sestak and Frerich, "The Principal's Role," p. 119.

[102] Dapper, Public Relations for Educators, pp. 1-2.

Hunter went on to suggest,

> Communication is the responsibility of every school . . . to send home daily, through the medium of the learner, a positive state-of-the-learner message. The message is inevitable; the content of the message depends on the quality of the educational program existing within the school.[103]

Looking at a frequently forgotten aspect of school-community relations, N.S.P.R.A. and N.A.E.S.P. discussed the necessity of schools considering more than just parents in their relationships. They saw nonparents as an equally important contributor to school-community relations. They stated,

> A better way must be found to reach those persons in the community who do not happen to have children in the public schools, so that these persons may become informed, involved and active. The future of the schools to a great extent depends on success in achieving this goal.[104]

At least one educational theorist saw the advantages to the responsibility for school-community relations remaining within the school. Flex[105] suggested that each school should handle its own communications, thus decentralizing the program. Although such distribution of responsibility requires planning and coordination, Flex viewed it as the direction of the future.

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[103] Hunter, "Home-School Communication," pp. 24, 30.

[104] N.S.P.R.A. and N.A.E.S.P., PR Tool Kit, p. 8.

[105] Flex, Communication Study, p. 39.

Finally, a survey of which people within a school district were responsible for the school communications program was reported by Harrison.[106] The survey determined that in almost half the New Jersey districts surveyed, teachers or other staff members without an assigned communication title were responsible. The next most frequently responsible person was the district administrator. The least frequent situation was to have a staff member in the district assigned this responsibility.

Research on School-Community Relations Responsibilities

A limited amount of research has been conducted on the responsibilities of various school staff members in terms of school-community relations. Among those who have studied the topic are Young and Saxe.

Young[107] conducted a survey of the role expectations in terms of school-community relations for elementary school principals. Included in her survey were communities with widely different socioeconomic levels. She discovered that the role expectations varied greatly and were influenced by the income level of the community.

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[106] Charles H. Harrison, "What Your Communications Expert Should Be Doing." Nation's Schools, 88 (July 1971), 8.

[107] Anne V. Young, "A Study of Role Expectations in School-Community Relations for the Elementary School Principalship in Communities of Widely Different Income Levels" (unpublished Ed.D. dissertation, Columbia University, 1965), pp. 157-167.

In studying the changes in school-community relations since a program of Individually Guided Education was implemented, Saxe[108] surveyed 147 principals. His findings revealed that there had been little change in the amount of involvement and participation of parents since the implementation of IGE. He suggested the necessity of the school and the parents assuming greater responsibility in relating with each other.

The Wisconsin Research and Development Center's Model for a Program of School-Community Relations

Since 1973, the Home-School-Community Relations Project at the Wisconsin Research and Development Center for Cognitive Learning has been involved in research related to the establishment of a supportive, meaningful relationship between the school and the community. Although the original research in the project was specifically related to schools implementing a program of Individually Guided Education, more recent research has been directed at general school-community relations.

Underlying Principles of Good School-Community Relations

As a result of numerous studies, Bowles and Fruth[109] identified four underlying principles of effective school-community relations. A discussion of these principles follows.

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[108] R. W. Saxe, "The Multiunit School and the Community." Elementary School Journal, 75 (November 1974), 103-111.

[109] B. Dean Bowles and Marvin J. Fruth, "Improving Home-School-Community Relations." The Principal and Individually Guided Education, ed. James M. Lipham and Marvin J. Fruth (Reading, Mass.: Addison-Wesley, 1976), pp. 165-168.

Bowles and Fruth agreed with many other educational theorists in suggesting that school-community relations is much more than the effective use of media, public relations, and communication. Good two-way communication with both the school and the community contributing and learning is essential. However, communication is not sufficient for establishing good school-community relations. They suggested that the creation of a supportive relationship requires the analysis of community issues and associated subpublics, community participation in decision making, community involvement of time and resources in the school program, and the resolution of school-community relations problems which exist. They saw a similar need for the school staff members to become involved and participate in the functioning of community organizations and groups.

Bowles and Fruth also viewed good school-community relations as more than relating with the parents of students in the school. They saw the necessity of involving the entire school community, parents as well as nonparents, in the school program. Such nonparents as senior citizens, parents of preschoolers, and parochial school parents are equally important members of the school community.

They suggested that considering school-community relations as a district or as a principal's responsibility is a very limiting view. They proposed, along with numerous other authors, that school-community relations is a school responsibility, whereas the district must be concerned about relating with the broader community. Within the school, the entire staff needs to be involved in creating good relations. It is essential to include teachers, aides, the secretary, custodians, volunteers, and students, as well as the principal, in the school-community relations program. Finally Bowles and Fruth viewed school-community relations as more than crisis management, more than isolated activities without a long-range orientation. Bowles and Fruth stressed the value of a well-conceived, carefully planned program of school-community relations. Rather than schools simply responding to problem situations, they recommended that schools be "active and preventative" in terms of relating with the community. They suggested that an ongoing, interactive, meaningful relationship be maintained between the school and the community.

Political Context of School-Community Relations

Bowles and Fruth[110] operationalized their underlying principles within a political context. They discussed effective school-community relations as "good, practical politics." In their opinion, all activities within a school-community relations program are aimed at accomplishing two major objectives: (1) the resolution of conflict, and (2) the allocation of resources, the choice of values, and the distribution of power.

To meet these two objectives, Bowles and Fruth expressed the necessity of a school implementing a program which includes particular primary interaction patterns and particular interaction processes. These patterns and processes are incorporated into a school-community relations primary interaction pattern model (see Figure 1).

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[110] *Ibid.*, pp. 168-169.

According to the Wisconsin R and D Center model for school-community relations interaction, there are critical primary interaction patterns which must exist between an IGE school and the school community. Interaction primarily takes place in three interdependent patterns: between the child and the teacher, between the unit staff and/or unit leader and the home, and between the principal and/or Instructional Improvement Committee (IIC) and the school community.

The model also suggests the necessity of five interaction processes: analysis, communication, involvement, participation, and problem solving. Analysis consists of three steps: (1) identifying the issues or problems which exist; (2) identifying the individuals or groups who are involved in the issues; and (3) associating the identified issues with the individuals or groups who are involved with them.

Once the analysis has taken place, plans must be developed for reducing conflict with these issues and groups. The plans should include further analysis, communication, involvement of citizen resources, participation of the community in decision making, and resolution or solution of problems. The plans must also include objectives for the program and for the individual activities, specific activities to be included, responsibilities of members of the staff in terms of the specified activities, and an outline of the ways in which the activities

Home-School-Community Relations: Primary Interaction Patterns

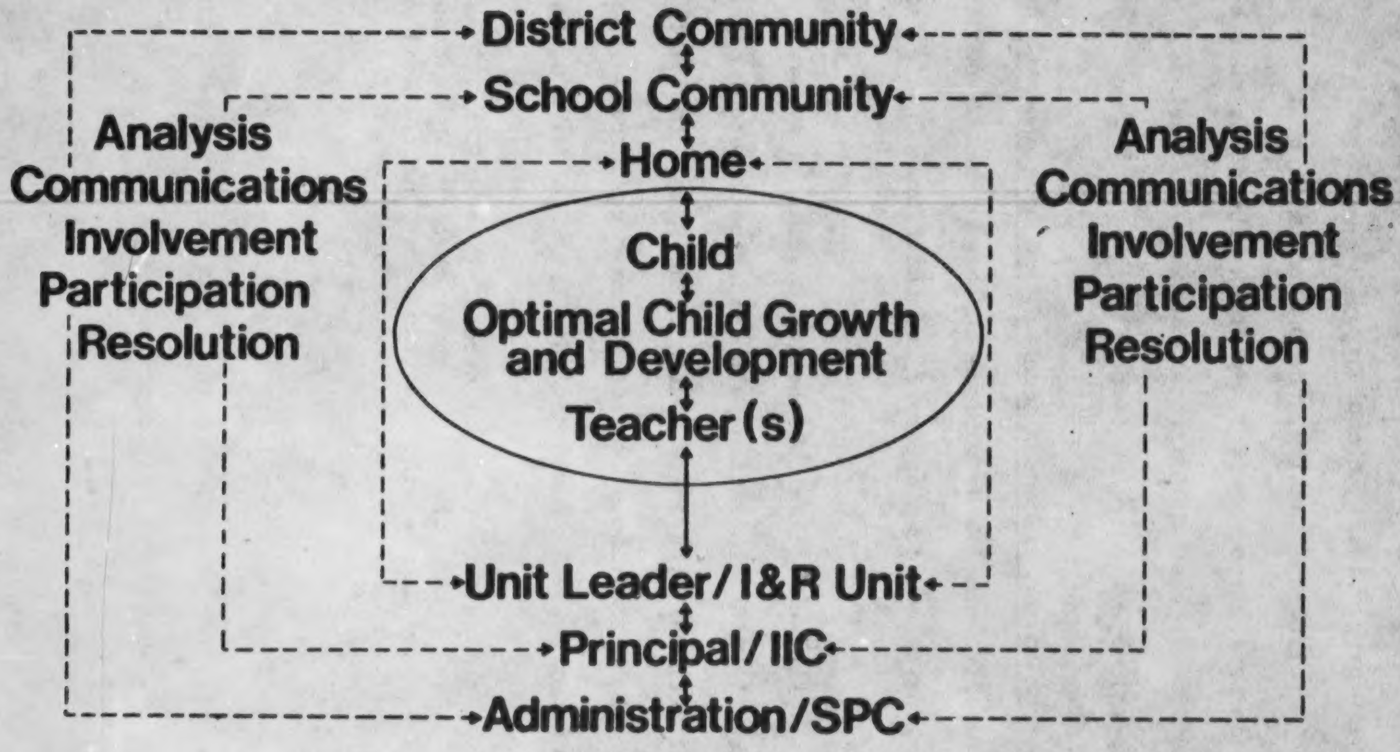
District Community
School Community
Home
Child
Optimal Child Growth and Development
Teacher (s)
Unit Leader/I&R Unit
Principal/IIC
Administration/SPC
Analysis
Communications
Involvement
Participation
Resolution
Analysis
Communications
Involvement
Participation
Resolution

FIGURE 1

and the program will be evaluated.

Following planning, the program must be implemented. Both during and after program implementation, the plans must be evaluated to determine whether the correct solutions to problems, responsible personnel, and objectives were identified.

Research on the Wisconsin Research and Development Center Model

Five studies on various aspects of the Wisconsin R and D Center model have been completed and two additional studies are being conducted.

Klenke[111] examined the implementation of two components of Individually Guided Education -- the multiunit school organization and the Instructional Programing Model (IPM) -- in terms of their relationship with the allocation of scarce economic resources, educational values, and power. Klenke concluded that the successful operationalization of

> the multiunit school organization and the IPM are related to the degree to which they can be translated into visible and tangible benefits easily interpreted by the various subpublics in the school community.

He also found that conflict is less likely to result from the allocation of power or resources than from differing educational values associated with the two components of IGE.

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[111] William H. Klenke, "An Exploratory Case Study of the Multiunit School and the Instructional Programing Model: Power, Resources, Values" (unpublished Ph.D. dissertation, University of Wisconsin-Madison, 1975), p. 202.

Utilizing the McCarty-Ramsey model of four types of community power structures, Miles[112] described the implementation of IGE and the school-community relations in four schools. He concluded with eleven recommendations to practitioners, based on his findings. Among his recommendations were:

1. Administrators should gain skills in community analysis.
2. Educators should probe for problems in the school-community environment.
3. Analysis should be made of problems and needs connected with the implementation of an innovation.
4. Key influentials should be identified and involved.
5. Students should be involved and knowledgeable about changes in the educational program of the school.
6. Educators should involve parents in school activities.
7. Educators should use two-way communication to transmit information and involve others.
8. Educators should focus school-community relations programs and activities on the students.
9. Educators should "aim for programmatic smoothness."
10. Educators should conduct a parental survey during implementation of an innovation.

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[112] William R. Miles, "Home-School-Community Relations as a Political Process: Four Exploratory Case Studies of the Implementation of Individually Guided Education (IGE) and Home-School-Community Relations" (unpublished Ph.D. dissertation, University of Wisconsin-Madison, 1975), pp. 285-289.

11. Educators should be aware of possibilities for fractionalism in their community.

Krupa[113] surveyed various school-community relations activities of a number of IGE schools to determine the roles and responsibilities in implementing these activities, the objectives of the activities, the intended interaction between the school and the community, and the staff's perceptions of the importance and effectiveness of the activities. His findings included:

1. Principals are primarily responsible for the functions related to the school-community relations activities.
2. The IIC and unit leaders have minimal involvement in the functions related to the activities.
3. School personnel do not agree on roles and responsibilities regarding the selected activities.
4. The primary objectives of most activities are communication or involvement.
5. There is a lack of community analysis by school personnel.
6. School personnel do not agree on the primary objectives of the activities.
7. The primary interaction is between the school and the home.

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[113] Krupa, "Home-School-Community Relations Activities," pp. 116-120.

Lake[114] conducted a depth analysis of the school-community relations program at one school. Both staff and community members' perceptions of the school-community relations were utilized. His findings were:

1. The staff emphasizes communication and participation activities, but rarely participates in analysis activities.
2. Primary interaction takes place between the school and the child, and the school and the home.
3. Roles and responsibilities for activities have not been specified.
4. Both staff and community members value communication, participation, and resolution activities more than analysis.
5. Those activities intended for interaction between the school and the child are not seen as more or less important than those intended for interaction between the school and the home, school community, or district community.
6. The activities intended for interaction between the school and the home are the most effective.
7. Agreement exists regarding the importance of activities within the school-community relations program.
8. The school-community relations program objectives are generally viewed as having been accomplished to a limited extent.

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[114] Roy V. Lake, "An Analysis of a Home-School-Community Relations Program in an IGE School" (unpublished Ph.D. dissertation, University of Wisconsin-Madison, 1976), pp. 207-213.

Liechty[115] described the patterns of participation by citizens in their local educational system. He assessed the kinds of educational activity in which citizens participate, as well as the primary personal variables of the participants. Liechty discovered that citizen participation in educational activity was both frequent and widespread. Citizens engaged in a wide variety of educational activities which ranged from voting in county school bond elections to running for a school board position. The average citizen participated in six to seven educational activities. Activities were categorized into one of four empirical modes of participation: parochial, cooperative, electoral, and dynamic. In addition, five types of educational participators were identified: activists, parents, citizens, voters, and inactives. Liechty discovered that 37 percent of the participants accounted for 51 percent of the total educational activity in the system. These participants, labelled "activists," were largely white, well-educated, and among those with the highest income level. "Parents," who represented 24 percent of the participants, accounted for 30 percent of the total activities. They were generally female and had children in school. A third category of participants, "citizens," accounted for 10 percent of the total activity and were frequently black males. "Voters" (17 percent of the participants) were responsible for 9 percent of the activity, while "inactives" (5 percent of the participants) demonstrated no educational activity. Liechty concluded by suggesting that future research identify why people selectively participate in education and determine the consequences of selective participation on policy formulation.

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[115] Thorton Liechty, "Patterns of Citizen Participation in Education" (unpublished Ph.D. dissertation, University of Wisconsin-Madison, 1977), pp. 194-218.

Significance of this Project

A review of the literature has emphasized the variety of opinions and research which exists on the components of school-community relations. The importance of schools having a well-planned program for relating with the community has been emphasized, yet a school with such a program has not been analyzed. Schools have been found not only to have isolated activities, but also to lack specified roles and responsibilities, objectives, and evaluation.

The major significance of the present project is the attempted implemetation of the school-community relations interaction model. Since no school-community relations program could be found, it was necessary to determine whether such a program could, in fact, be implemented. The present project provided an opportunity for the model to be tested to determine the credibility of its underlying principles, primary interaction patterns, and specified interaction processes. Based on the findings of the project, revisions and refinements could be made in the model and future directions of research on school-community relations and help for the practitioner could be determined.

Organization of the Dissertation

The second chapter of the dissertation provides a description of the design and procedures utilized in the present project. Chapter III presents a summary of the first step in implementing the program, the needs assessment. In Chapter IV the plans for a school-community relations program based on the needs assessment results are described. The fourth chapter also includes a description of the implementation of the plan. In the final chapter, the program is evaluated in terms of its outcomes. Implications for refinement of the model and for future research are also discussed.

CHAPTER II

DESIGN AND METHODOLOGY

As shown in the preceding chapter, a variety of opinion exists about the nature of school-community relations. Definitions range from school-community relations being public relations and communication to its including involvement, participation, and problem solving. Some authors mention nothing about the necessity of there being a well-planned program, while others stress the necessity of the program element. Some view school-community relations as strictly the principal's responsibility; others suggest that school-community relations is the responsibility of everyone within the school.

The Home-School-Community Relations Project at the Wisconsin R & D Center has emphasized the importance of a well-conceived, carefully planned program of school-community relations which includes:

1. Primary interaction taking place between the child and teacher, the unit staff and the home, the principal or IIC and the school community,
2. Particular interaction processes being utilized, including analysis, communication, involvement, participation, and problem solving,
3. Program objectives and plans being developed and implemented, based upon needs assessment data and including specified activities, roles and responsibilities, and evaluation mechanisms.

Research has shown, however, that such a school-community relations program does not exist in schools. Instead, schools participate in isolated school-community relations activities which lack long-range planning, specified responsibilities, evaluation mechanisms, and the essential interaction patterns and processes.

Before the Home-School-Community Relations Project could modify the school-community relations interaction model, it became essential to attempt to implement the existing model. The implementation of the model was one of the objectives of the present project. The second objective of this project was to make revisions and refinements in the model, based upon the implementation of the model.

Procedures for Implementing the Model

Eight steps were involved in implementing the model. First, a school site was selected. Next, an assessment of the present conditions of school-community relations at the selected school was conducted. At the same time, an atmosphere receptive to change was created. Plans for the change were developed which included a further clarification of existing problems, a list of possible plans, and the establishment of goals and plans of action. In the next steps, the plans were actually implemented, then evaluated. The following pages provide a more detailed description of each of these steps.

Selection of Project Site

The initial step in the implementation of the interaction model involved the selection of a site. Since the model applies to elementary schools generally, and not to schools in any particular type of community, it was desirable to locate a school in a school district which would be willing to cooperate in the project. In addition, it was essential that a school be selected which had an operating multiunit structure, including having the entire school organized into Instructional and Research (I & R) units, an operating Instructional Improvement Committee (IIC), a system of shared decision making, and differentiated staffing.

Since the project coordinator lived and had taught in a school district which met the required conditions, the Home-School-Community Relations Project contacted the district to determine the possibility of the project being conducted there. In January 1976, the Superintendent of Schools and the Director of Elementary Education agreed to have the project in the district, provided the Director of Elementary Education be allowed to select the specific school in the district for the project. This provision was agreed upon, and in March, the Home-School-Community Relations Project was notified of the specific school which would be involved in the model implementation.

The selected school was located in an industrial city with a population of approximately 50,000. The majority of the residents of the city were employed by one of two major industries: a large automotive assembly plant and a pen manufacturing company.

The school district was composed of 14 elementary schools, three junior high schools, and two high schools. The district had the reputation of being one of the most progressive school districts in the state. It was among the first to become involved in the Wisconsin Improvement Program, a program initiated in 1960 at the University of Wisconsin-Madison to provide an internship experience for prospective teachers. Because of the willingness of the administration to try progressive ideas and the close proximity of the district to the Wisconsin R and D Center, this site was selected in 1966 for the location of one of the pilot schools for Individually Guided Education.

The school was built as a self-contained classroom structure in 1958. Several modifications to the original building took place to accommodate the increasing enrollment of the 1960's. In 1963, one single and two double classrooms were added. In 1976, the Instructional Materials Center was extensively remodeled and enlarged, which nearly quadrupled its size.

In the eighteen years since the opening of the school, the number of full-time staff members had remained relatively constant. Over the years, there had been the addition of paid instructional aides, a full-time director of the Instructional Materials Center, and numerous part-time employees, such as Title I personnel, pre-kindergarten personnel, a school psychologist, and a school guidance counselor. During the school-community relations project, the staff consisted of the principal, 27 classroom teachers, one mainstream (EMR) teacher, two half-time Title I teachers, one half-time pre-kindergarten teacher, one secretary, eight full-time instructional aides, four half-time instructional aides, an Instructional Materials Center director, one half-time guidance counselor, one part-time speech clinician, one part-time remedial reading teacher, one part-time school psychologist, four part-time consultants for fine arts, two custodians, and two part-time noon-hour supervisors. Approximately one-fourth of the staff members lived in the attendance area of the school.

The student enrollment at the school had fluctuated greatly over the eighteen years. The enrollment reached a peak in the early 1970's with over 800 students. The school became so crowded that a portion of the student body had to be sent to other schools in the district. From 1972 to 1976, however, the school had experienced a decrease in student enrollment, which made it possible for all of the students in the attendance area once again to attend their neighborhood school. Enrollment for the 1976-1977 school year was approximately 620 students, representing 383 families. Of the families in the school, approximately 50 percent were employed by the local automotive assembly plant or auto transport company. Many of the parents attended either a small country or a small-town school (40 percent) or a school the size of the selected school in another city (30 percent). A small percentage attended a parochial school (14 percent) or other public schools in the district (13 percent).

The program at the school can be examined in terms of the leadership provided by its two principals. The first principal of the school held the position from the opening of the school in 1958 until her retirement in June 1975. The acting principal of another school in the district was hired as the second principal of the school in June 1975.

She held the position during the duration of the school-community relations project.

Throughout the years, the academic program at the school had emphasized the basics of education. Dedication to teaching and high student achievement had been stressed. As a result, the school had been among the schools in the district with high standardized achievement test scores.

The initial introduction of team teaching and shared decision making took place in 1964 with the participation of the school in the Wisconsin Improvement Program. Over the next five years, a third-grade, a fourth-grade, and a sixth-grade team worked with the University of Wisconsin to provide an internship experience for prospective teachers. When the school system established a district-wide policy of implementing Individually Guided Education (IGE), the staff was divided into I & R units, and an IIC was established. Through the leadership of the second principal, the multiunit organization, shared decision making and interpersonal communications had been emphasized. When the project coordinator arrived, the staff was divided into five I & R units which varied in size from five to eight members. The IIC met weekly to receive announcements and make plans related to the academic program, school-community relations, budgeting, and discipline.

Model Implementation

Once a site had been selected, the implementation of the school-community relations interaction model began. Lippitt, Watson, and

Westley's[1] seven-phase process of planned change served as the basis for the approach of the project coordinator to model implementation. The first phase of this change process is the development of a need for change. During this phase, problems which create stress or conflict are identified. In conjunction with problem identification is problem awareness, or translating the problem into a desire for change. Frequently within this phase a need for help from outside the system, from a change agent, is identified.

Phase two involves the establishment of a change relationship. A crucial factor in this phase is the way in which the system begins to think about the change agent. Particularly important is the estimation by the system of the change agent's abilities, motives, and friendliness. The system needs assurance that the outsider is a real expert, yet is understandable and approachable. The change agent and the system must arrive at an understanding of the kind and amount of effort which is to be invested in the change.

The next phase consists of further clarification or diagnosis of the problems of the system. Four processes are involved in this phase: (1) obtaining information, (2) processing information and formulating a diagnosis, (3) stimulating understanding and acceptance of the diagnosis, and (4) imparting diagnostic skills to the system, so it will be able to cope with more problems in the future by itself, without seeking outside help. Although a number of problems may surface with clarification, it is essential that some kind of balance be struck between the two possible extremes which may develop: defeatism because of unexpectedly acute problems and rejection of all diagnostic interpretations.

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[1] Ronald Lippitt, Jeanne Watson, and Bruce Westley, Planned Change (New York: Harcourt, Brace and Company, 1958), pp. 129-143.

The fourth phase includes the examination of alternative goals and changes which are available, and the actual establishment of goals and plans of action. At this point, diagnostic insights are first translated into an awareness of possible alternative action patterns and then into definite plans for change. As plans are developed and a decision is made as to the nature of the investment of resources by the system, problems of motivation frequently arise. Motivation may decrease because of an anxiety about failure in attempting new behavior or procedure or because of a realization that accustomed behavior is no longer acceptable.

Intentions are transformed into change efforts in phase five. This phase is the key to the entire process. Plans and intentions are changed into actual achievements. The change agent's functions during this phase are to give support and guidance to the system when change is being initiated and to discover ways of assuring a positive reaction to the change throughout the total system. One problem which may arise in this phase results from the difficulty in obtaining adequate immediate feedback on the consequences of the change effort, thus making it difficult to know whether to continue the efforts, modify them, or abandon them.

Phase six consists of the generalization and stabilization of change. The stabilization of change is largely assured by the spread or generalization of the change into other systems or into other parts of the changing system. The generalization of the change tends to confirm the wisdom of the change and to encourage the continuation of new practices. Once a change has attained a state of equilibrium in the normal operations of the system, the change develops a momentum which leads to self-perpetuation.

The final phase, achieving a terminal relationship with the change agent, is designed to prevent the system from becoming heavily dependent upon the outside agent. Since the system must incorporate the desired change into its permanent existence, it must learn to cope with its own problems. At times, a system will terminate a change agent, only to build a substitute for the change agent into the permanent structure of the system.

In implementing the model, the project coordinator also utilized several theories of how to diffuse innovations and the findings of several studies of factors which affect change. The theoretical approaches of Howard and Rogers and the research conclusions of Pincus, Howes, and the Rand survey were major contributors to the approach to the project.

Howard[2] suggested that there were six operating principles in introducing an innovative program into a school. The principles consisted of: (1) compose a well-written philosophy of the new program which includes specific objectives; (2) build the program from the bottom up and involve teachers at all times; (3) encourage an experimental attitude; (4) carefully pace the rate of change; (5) build organizational structures that will support the innovative activities; and (6) do not confuse flexibility with sloppiness.

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[2] Eugene R. Howard, "How To Be Serious About Innovating." _Nation's Schools_, 79 (April 1967), 89-90.

Rogers[3] specified five characteristics which affect the rate of adoption of an innovation. Among the characteristics were: (1) the relative advantage of the innovation over past practices; (2) its compatibility with the existing values of those who will be adopting it; (3) the complexity of the innovation itself; (4) the necessity of an awareness that the innovation may be tried on a limited basis; and (5) the distribution of the results of the innovation to others.

Three factors which support change in schools were identified by Pincus.[4] He first suggested bureaucratic safety, or the perception of the innovation as favorable to the current status and organization of the school. Pincus next identified external pressure, which he viewed as being irresistible and necessitating a response. Finally, the approval of peer elites was determined to be essential. Key people in the school must agree on the acceptability of the innovation for it to be successful. Pincus further suggested that innovations must be carefully planned in close collaboration with the practitioners.

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[3] Everett M. Rogers, Diffusion of Innovations (New York: Free Press of Glencoe, 1962), pp. 121-147.

[4] J. Pincus, "Incentives for Innovation in the Public Schools." Review of Educational Research, 44 (Winter 1974), 113-119.

In a study of the changeover of schools to a multiunit school organization, Howes[5] discovered that the changeover was affected by how open and supportive the environment was and how flexible the change process was. Directly related to the change to the multiunit organization were:

1. The perceived relative advantage, observability, and simplicity of the multiunit school organization,
2. The degree to which the individual was informed, involved, and supported in the change process,
3. The way and degree to which the individual communicated with others,
4. The way and degree to which the school organization was complex and less formalized.

A survey of federal programs which support educational change in the public schools was conducted by the Rand Corporation.[6] The survey identified two processes involved in the initiation of such change: (1) being opportunistic and taking advantage of the availability of external funding; and (2) problem solving, through which change was undertaken to help meet present and future local needs. The Rand study did not discover a search for alternatives by the innovators. Instead, information and solutions already known to local district personnel were utilized. The survey also found that implementation success depended upon motivation and circumstances involved in the initiation of the project, the substance and scope of the change being attempted, and the strategy utilized in the implementation. They discovered that effective implementation depended upon mutual adaptation of the innovation; both the innovation itself and the organizational relationships within the school were modified. The change was more likely to be incorporated into the ongoing school program if there was an emphasis on training for practical classroom issues, rather than on theoretical concepts; local development of materials, rather than by outsiders; and creating a receptive setting which supported the efforts of the change agent. The Rand study concluded that the outcome of attempts at innovation depended on internal factors and local decisions, rather than on outside influence.

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[5] Nancy J. Howes, "Change Factors Related to the Institutionalization of the Multiunit Elementary School" (unpublished Ph.D. dissertation, University of Wisconsin-Madison, 1974), p. 225.

[6] Paul Berman et al., Federal Programs Supporting Educational Change. Summary prepared for the U.S. Office of Education, Department of Health, Education, and Welfare, April 1975, pp. 1-7.

Based upon the suggestions of these authors, the coordinator approached the project with an awareness of the importance of internal commitment to the school-community relations program. As a result, the project coordinator saw the necessity of encouraging school support for the project through disseminating information about the innovative program to the staff, particularly among key staff members; educating the school community to the need for and the substance of the change; providing numerous opportunities for the staff to participate in the planning for change; and maintaining a flexible, informal school-community relations interaction model during program implementation.

With these factors in mind, the project coordinator began the process of implementing the school-community relations interaction model using Lippitt, Watson, and Westley's seven phases. Phase one, the development of a need for change, began with the initial contacts with the school district. Although no stress or conflict existed at the selected school, there was a desire by the district administrators to avoid such conflict not only in the selected school, but also in the other schools of the district. The need for change had not been identified by the staff of the school; consequently, the project coordinator began with this task. A needs assessment of the existing status of school-community relations was undertaken. Data were obtained from three sources:

1. Depth interviews with members of the staff,
2. Depth interviews with members of the school community,
3. Participant observations by the project coordinator.

These data were analyzed by the project coordinator in three ways. First, the roles and responsibilities of the various staff members in school-community relations were assessed. The data also were examined in terms of the five interaction processes -- analysis, communication, involvement, participation, and resolution. Finally, the data were analyzed to determine the extent to which the control functions of planning, organizing, stimulating, coordinating, and evaluating were utilized in school-community relations activities.[7] A detailed description of the needs assessment data is included in Chapter III.

Concurrent with the needs assessment, the project coordinator also began phase two, in which a change relationship was established with the staff and the school community. Rapport was developed among the coordinator, the staff, and the community; the project coordinator attempted to remain approachable and friendly, yet credible in her expertise and ability to help. Early efforts were directed at arriving at an understanding of the resources which were to be invested in the program changes.

With phase three, the project coordinator initiated program planning by clarifying the school-community relations problems to the school staff. The needs assessment data were compared with the school-community relations interaction model. Particular attention was given to the primary interaction patterns and processes, activities, responsibilities, and evaluation procedures. Based on the comparison, areas of needed changes were identified. An attempt was made to emphasize the lack of intensity of the problems and the advantages of solving the problems. The project quickly entered phase four, the examination of alternative goals and available courses of action. Possible action patterns were discussed, then definite plans for change were made. The plans included goals and objectives for the school-community relations program, specific activities, roles and responsibilities, and evaluation techniques.

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[7] These control functions are a compilation of terms used by various authors. Planning is "purposeful preparation culminating in a decision which serves as the basis for subsequent action." Organizing is the process through which "the tasks of an institution are subdivided and then related and arranged to create an operating unity." Stimulating is "making things happen through other people." Coordinating is defined as "the synchronizing and unifying of actions of groups of people." Evaluating, or appraising, is "ascertaining how well objectives have been satisfied and how well performance conforms to plans and standards agreed upon beforehand." See Stephen J. Knezevich, Administration of Public Education (New York: Harper & Row, 1969), pp. 27-32.

Upon completion of the planning phase, the project coordinator began the fifth phase -- implementation of the plans. Designated activities including the specified responsibilities and evaluation procedures took place. The project coordinator gave support and guidance to the staff. Where necessary, changes were made in the plans to correct any problems which had developed, and the new plans were implemented. Chapter IV is a more detailed discussion of the program planning and implementation phases of this project.

Phase six, the generalization and stabilization of change, began before the implementation of the plans was complete. As one I & R unit within the school would hear about the successes and reactions to innovations being utilized in other I & R units, the innovations spread. Other schools in the district learned about the new school-community relations activities and became interested in trying them. Both of these effects encouraged the continuation of the innovation.

The termination of the relationship of the project coordinator began with the implementation of the plans. As the school staff members developed their own skills and familiarity with the new activities, the coordinator assumed less and less responsibility for implementing the program. The changes began to become incorporated into the ongoing program of the school. In the final step, plans for the future of the school-community relations program were developed by the school staff; the project coordinator provided assistance.

A final phase was added to those of Lippitt _et al_. because of the nature of the project. This step consisted of a final evaluation of the project -- looking at the outcomes of the program and the procedures utilized. The evaluation results have implications for theory and model refinement related to school-community relations programs, as well as for the practitioner and for future research. Chapter V contains a discussion of the summative evaluation of the project, as well as the implications for practice, theory, and research.

Limitations of the Project

There are four limitations of the project. First is the lack of generalizability of the project procedures and findings. Because this project was undertaken in a single school, with its many unique characteristics, generalization of the findings to other schools can be done only with extreme caution. Future research must test the applicability of the model to other schools.

A second limiting factor may be the needs assessment techniques utilized. Interviews and observations are both relatively subjective. Although the project coordinator made a special effort to avoid subjectivity, her frame of reference may have contributed to certain results.

A third limitation of the project was the dual role of the change agent as project coordinator and administrative intern. During the first and second phases, data collection and creating the climate for change, it became difficult to assume both of the roles concurrently. The newness of the two positions also created confusion for staff and members of the school community as they attempted to assess the responsibilities associated with the new roles.

Finally, the project was somewhat limited by the absence of the project coordinator from the school at least once per week. Not only did this limit the scheduling of new activities to the days the coordinator was in the building, but it also created a busy agenda for the days the coordinator was present. These demands on the coordinator's time took time away from planning, training, implementing, and evaluating the school-community relations program.

CHAPTER III

NEEDS ASSESSMENT DATA

Two types of information are presented in this chapter. First, the procedures utilized in obtaining the needs assessment data are explained. This is followed by a presentation of the actual data.

Sources of Needs Assessment Data

One of the initial steps in designing and implementing a program of home-school-community relations involves conducting an assessment of the present state of affairs. The project coordinator's initial experience at the selected school involved such an assessment. To identify the specific home-school relations activities which had been utilized and the effectiveness of these activities, the coordinator collected data from three sources: interviews with staff, interviews with members of the school community, and participant observations in the school.

In April and May of 1976, the project coordinator individually interviewed 37 of the staff members. The researcher conducted these interviews to determine the roles and responsibilities of the staff in the home-school-community relations activities at the selected school and to identify the staff's perceptions of the strengths and weaknesses of the home-school-community relations of the school.

The procedure utilized in conducting the staff interviews involved discussing the purpose of the interviews with the IIC, contacting each staff member individually to determine if he or she would be willing to be interviewed, setting an interview time, and conducting the interviews. All 58 full-time and part-time staff members were approached about their interest in being interviewed; 37 of them indicated willingness. A copy of the staff interview schedule is included in Appendix A.

The second source of data regarding school-community relations activities was interviews with 37 parents and nonparents in the school community. The interviews were held during October and November of 1976. The objectives of the community interviews were to determine the perceptions of a broad representation of citizens on: (1) the strengths and weaknesses of the program of the school, (2) the effective and ineffective aspects of school-community relations at the school, (3) the ways in which people learn about and become involved in what is happening at the school, and (4) the specific school-community relations activities of the school.

The procedure utilized in conducting the school-community interviews included: (1) selecting the interviewees; (2) sending a letter of introduction from the district Director of Elementary Education, the principal of the school, and the university professor sponsoring the research (see Appendices B and C); (3) contacting each family by telephone to determine their willingness to be interviewed; (4) establishing a one and one-half hour block of time for the interview; and

(5) conducting the interview. A total of 44 people were contacted by letter and telephone to request an interview. Thirty-seven agreed to be interviewed. A copy of the interview schedule used for the community interviews is included in Appendix D.

The 37 interviews of community members represented four categories of people: officials, knowledgeables, randoms, and referrals. The first category, officials, included three of the four PTA officers at the school for the 1976-1977 school year (the fourth refused an interview), one school board official whose children attended the school, one city council official, and the county board official from the school attendance area. The school board and city council officials were nominated by the Superintendent of Schools of the district.

Category two included 15 people who were nominated because they were knowledgeable and informed about the school. The procedure utilized in nominating these people consisted of asking the principal, the school secretary, the unit leaders, a knowledgeable resident of the attendance area who was also an aide at the school, and three PTA officers for the names of people who were knowledgeable about the school. Suggested criteria for selecting these people included having had a number of children at the school; having been a PTA officer; having called or visited the school frequently with questions, complaints, or problems; and/or having attended PTA meetings regularly. They were asked to nominate parents as well as nonparents. If they desired, the nominators could review a list of students to assist them in the selection process. Next, the nominations were compiled by frequency, and those names mentioned most frequently were selected.

The third category consisted of randomly selected families from the school. Using the file of families at the school, the interviewer randomly selected cards until there was at least one family representing each grade level at the school. Seven families were selected in the random category.

The final group included people referred during other interviews. During the interviews, the interviewer asked for suggestions of people who would be knowledgeable about the school. Those names which were mentioned most frequently were selected. Six parents and three nonparents were in this category.

The third source of needs assessment data was the project coordinator's observations. The coordinator worked in the school throughout the year on an average of four days per week. She also spent one day per week in the school during the previous semester. By being in the school throughout a school year as a participant-observer, the researcher attempted to: (1) gather data on how the school utilized analysis, communication, involvement, participation, and resolution; (2) determine the roles and responsibilities of the various staff members in terms of school-community relations; and (3) observe the extent to which the school utilized the control functions of planning, organizing, stimulating, coordinating, and evaluating in its school-community relations activities.

The Needs Assessment Data

In this section, the actual needs assessment data are reported.

One subsection is devoted to each source of data -- staff interviews, school community interviews, and participation observation.

Needs Assessment Data - Staff Interviews

The initial focus of the staff interviews was to identify staff perceptions of the school-community relations responsibilities associated with their role. The interview data are reported according to the following roles: unit teacher, unit leader, principal, principal's secretary, instructional aides, and pupil services personnel.

Table 1 represents a compilation of the responses of the unit teachers when asked their responsibilities in the area of school-community relations. The activities were categorized according to the type of interaction process which each represents.

An examination of Table 1 reveals that the unit teachers perceived their responsibilities in terms of school-community relations as participating largely in communication activities. All 25 of the activities mentioned involved one-way and/or two-way communication, with most of the activities promoting one-way communication. There are six activities which encouraged the involvement of parents' time, money, and resources at the school. Five of the activities had the capability of being utilized for parental participation in decision making, although three of them were infrequently used in such a manner. Three activities were directed at the solving of problems; none involved analysis of issues or subpublics. In summary, the interview data revealed that the teachers perceived themselves as participating in school-community

TABLE 1

UNIT TEACHER RESPONSIBILITIES IN SCHOOL-COMMUNITY RELATIONS

ACTIVITY	ANALYSIS	COMMUNICATION		INVOLVEMENT OF PARENTS' RESOURCES	PARTICIPATION IN DEC. MAKING	RESOLUTION
		ONE-WAY	TWO-WAY			
1. Participate in parent-teacher conferences		1	2		2	
2. Attend PTA meetings		1	2			
3. Complete report cards		1				
4. Explain report card markings		1	2			
5. Prepare Christmas sing presentation		1				
6. Arrange for field trip chaperones		1		1		
7. Clarify any apparent problems through a call to the home			1		2	1
8. Work with room mothers and homes for treats, special help		1		1		
9. Work with volunteer mothers at school and/or home		1		1		

1 = frequently or always utilized this process   2 = infrequently utilized this process

TABLE 1 (Continued)

ACTIVITY	ANALYSIS	COMMUNICATION		INVOLVEMENT OF PARENTS' RESOURCES	PARTICIPATION IN DEC. MAKING	RESOLUTION
		ONE-WAY	TWO-WAY			
10. Send home newsletters		1				
11. Contact home in child's prolonged absence		1	2			
12. Send homework home in child's prolonged absence		1				
13. Contact home if student has to stay after school		1				
14. Contact home about student's positive behavior		1	2			
15. Contact home about student's negative behavior		1	2		2	1
16. Make home visits		1	2		1	
17. Prepare for PTA presentations		1				
18. Make cards and/or gifts for special occasions		1				
19. Maintain policy of open door for parents		1		1		

1 = frequently or always utilized this process

2 = infrequently utilized this process

TABLE 1 (Continued)

ACTIVITY	ANALYSIS	COMMUNICATION		INVOLVEMENT OF PARENTS' RESOURCES	PARTICIPATION IN DEC. MAKING	RESOLUTION
		ONE-WAY	TWO-WAY			
20. Issue invitation for parents to visit school		1				2
21. Use community resources in the school		1	2	1		
22. Prepare student presentations for community nonparents		1				
23. Write notes to send home about special events at school		1				
24. Create an enjoyable atmosphere at school for the students		1				
25. Serve as a PTA officer			1	1	1	

1 = frequently or always utilized this process

2 = infrequently utilized this process

relations activities which permitted communication, especially one-way communication, with only limited opportunity for parental involvement, participation, and resolution and no identifiable analysis. The unit teacher interview data indicated that the primary interaction took place between the teacher and child and between the teacher and the home.

Table 2 reports the responses of the five unit leaders when asked their home-school-community relations responsibilities. Again, the activities were categorized according to the type of interaction processes which each represents.

In terms of the processes utilized, the data revealed that the unit leaders perceived their responsibilities in school-community relations as largely communication activities. Two of the five activities had the capability of encouraging two-way communication; all five promoted one-way communication. Only one permitted parental participation in decision making. Two of the five activities encouraged resolution of problems.

In terms of the primary interaction patterns reflected in the unit leader responsibilities, the unit leaders perceived very few specific unit leader responsibilities. They mentioned a total of only five responsibilities beyond their unit teacher responsibilities. Of the five, three involved interacting with the home, while two involved interacting with unit teachers in order to prevent problems developing between the school and the home.

The perceptions of the principal in terms of her home-school-community relations responsibilities are presented in Table 3. Also

TABLE 2

UNIT LEADER RESPONSIBILITIES IN SCHOOL-COMMUNITY RELATIONS

ACTIVITY	ANALYSIS	COMMUNICATION		INVOLVEMENT OF PARENTS' RESOURCES	PARTICIPATION IN DEC. MAKING	RESOLUTION
		ONE-WAY	TWO-WAY			
1. Call home about homeroom changes		1	2			
2. Assure consistency in treatment of students within unit		1				
3. Initiate unit meetings about students' problems						1
4. Participate in parent-teacher conferences of students with problems		1	2		2	2
5. Coordinate writing of unit newsletter		1				

1 = frequently or always utilized this process

2 = infrequently utilized this process

TABLE 3

PRINCIPAL RESPONSIBILITIES IN SCHOOL-COMMUNITY RELATIONS

ACTIVITY	ANALYSIS	COMMUNICATION		INVOLVEMENT OF PARENTS' RESOURCES	PARTICIPATION IN DEC. MAKING	RESOLUTION
		ONE-WAY	TWO-WAY			
1. Participate in parent-teacher conferences		1	1		1	1
2. Meet with the PTA Board		1	1		1	
3. Make calls to the home		1	2			1
4. Answer incoming calls		1	2			1
5. Write schoolwide announcements to be sent home		1				
6. Contact the local newspaper about school events		1				
7. Coordinate Cedar Chest volunteers		1	2	1		
8. Interview and screen parent volunteers		1				

1 = frequently or always utilized this process   2 = infrequently utilized this process

included in this table is a categorization of her activities according to the interaction processes they encompass.

The principal's perceptions of her school-community relations responsibilities included numerous communication activities, particularly one-way communication activities. One activity promoted parental involvement, two encouraged participation in decision making, and three were directed at the resolution of problems.

The most frequent interaction pattern of the principal involved her interacting with the home. Four of the principal's eight activities represented interaction between her and the homes of students; two involved interaction between the principal and the school community; and two involved interaction between her and the district community.

The principal's secretary responded to the question about her home-school-community relations responsibilities by listing four one-way communication activities, as shown in Table 4. Her predominant interaction took place with the home regarding routine, day-to-day matters.

Another group of staff members which was in frequent contact with the community was that of instructional aides. The results of asking them how they perceived their responsibilities in terms of school-community relations are shown in Table 5. They perceived themselves as having frequent contact with the community, mainly through activities involving one-way communication. Several of the activities had the capability of using two-way communication. The instructional aides primarily interacted with the home regarding routine matters.

Another group of staff members who perceived themselves as having

TABLE 4

PRINCIPAL'S SECRETARY RESPONSIBILITIES IN SCHOOL-COMMUNITY RELATIONS

ACTIVITY	ANALYSIS	COMMUNICATION		INVOLVEMENT OF PARENTS' RESOURCES	PARTICIPATION IN DEC. MAKING	RESOLUTION
		ONE-WAY	TWO-WAY			
1. Handle incoming calls		1				
2. Call students' homes about illness, injury, absence, lost lunch tickets		1				
3. Make appointments for parents to meet with teachers and/or principal		1				
4. Acknowledge families in the school in times of hardship, illness, death		1				

1 = frequently or always utilized this process

2 = infrequently utilized this process

TABLE 5

INSTRUCTIONAL AIDE RESPONSIBILITIES IN SCHOOL-COMMUNITY RELATIONS

ACTIVITY	ANALYSIS	COMMUNICATION		INVOLVEMENT OF PARENTS' RESOURCES	PARTICI-PATION IN DEC. MAKING	RESOLUTION
		ONE-WAY	TWO-WAY			
1. Call students' homes about misbehavior, absence, lost lunch tickets		1				
2. Report to teachers about students' academic performance in preparation for reporting to parents		1				
3. Answer phone calls from home		1				
4. Schedule parent-teacher conferences		1				
5. Help with student PTA presentations		1				
6. Type and distribute notes to be sent home		1				

1 = frequently or always utilized this process

2 = infrequently utilized this process

TABLE 5 (Continued)

ACTIVITY	ANALYSIS	COMMUNICATION		INVOLVEMENT OF PARENTS' RESOURCES	PARTICIPATION IN DEC. MAKING	RESOLUTION
		ONE-WAY	TWO-WAY			
7. Work with volunteer mothers		1				
8. Socially interact with parents			1			
9. Respond to parents' inquiries about the school		1	2			

1 = frequently or always utilized this process

2 = infrequently utilized this process

a number of school-community relations responsibilities was that of pupil services personnel. As shown in Table 6, most of their responsibilities involved one-way communication. Several had the capability of promoting two-way communication and several utilized parental involvement or participation in decision making. Five activities were primarily directed at problem solving and resolution. As with other role incumbents, pupil services personnel primarily interacted with the home.

In summary, the perceptions of the staff in terms of their school-community relations responsibilities revealed that:

1. Communication was used by the staff far more frequently than analysis, involvement, participation, or resolution.
2. Communication was most frequently one-way, although there were activities which had the capability of providing two-way communication, involvement, participation in decision making, and resolution.
3. The primary interaction patterns within the school were teacher-child, teacher-home, principal-home, principal's secretary-home, instructional aides-home, pupil services personnel-child, and pupil services personnel-home.
4. There was no reported, planned interaction between the school and the school community as a whole.
5. There was little perceived interaction between the school and the child in terms of school-community relations.

The second focus of the interviews with staff members was to

TABLE 6

PUPIL SERVICES PERSONNEL RESPONSIBILITIES IN SCHOOL-COMMUNITY RELATIONS

ACTIVITY	ANALYSIS	COMMUNICATION		INVOLVEMENT OF PARENTS' RESOURCES	PARTICIPATION IN DEC. MAKING	RESOLUTION
		ONE-WAY	TWO-WAY			
1. Provide feedback to parents on child management		1			2	
2. Counsel individual students and parents			1		2	1
3. Participate in parent-teacher conferences			1		1	1
4. Respond to parents' calls		1	1			1
5. Make phone calls to the parents		1	1			1
6. Make home visits		1	1		1	
7. Work with Parent Advisory Council			1	1	1	
8. Arrange for volunteer help		1		1		
9. Arrange field trip chaperones		1		1		
10. Learn the parents' names		1				

1 = frequently or always utilized this process

2 = infrequently utilized this process

determine perceptions of the strengths and weaknesses of the school-community relations at the selected school. A summary of the strengths which were mentioned appears in Table 7. The strengths may be still further divided into the following categories:

1. The PTA programs and projects
2. The principal's accessibility, flexibility, compassion, and knowledge of the community
3. The open door policy at the school
4. The strong educational program
5. The teachers' concern for students, accessibility, and flexibility
6. The parents' understanding, concern, and support

Table 8 presents a summary of the staff's perceptions of the weaknesses of the school in terms of school-community relations. The weaknesses included the following categories:

1. The lack of a school-community relations emphasis and program
2. The report cards
3. Parents' lack of interest, time, understanding, and support for the school
4. The parents not feeling free to visit
5. The content of the PTA programs
6. The lack of utilization of outside resources in the community
7. The lack of compassion and humanism among some teachers

TABLE 7

SUMMARY OF STRENGTHS OF SCHOOL-COMMUNITY RELATIONS

Summary of Strengths

1. Excellent attendance at PTA activities involving students
2. PTA president gets out monthly notes
3. PTA does many things for the school
4. Principal is patient, sympathetic, firm, accessible, flexible
5. Principal knows the school community
6. Open door policy for parental visitation
7. Community groups come in during school time
8. Good discipline in classroom
9. Teachers get along well together
10. Teachers feel common ownership of students
11. Many teachers live in the attendance area
12. Teachers bend over backwards to relate with the home
13. Teachers have flexibility and freedom in dealing with parents
14. Staff is sensitive to students' needs and unusual behavior
15. High achievement test scores please parents
16. Parents are interested in their children
17. Parents are able to get advice from a number of sources regarding behavioral problems
18. Parents are understanding, supportive, and open

8. The lack of parental participation in decision making
9. The inconsistency in expectations between home and school
10. The lack of consistency among teachers in the implementation of IGE
11. Teachers' lack of time for communicating with parents
12. Parents' lack of experience or confidence in becoming involved at the school

In summary, the staff perceived strong school-community relations to include appropriate PTA programs and projects, a principal who is accessible and knowledgeable, an open door policy, a strong educational program, teachers who show concern and are accessible, parental interest and involvement, utilization of outside community resources, consistency of expectations between the homes and school, consistency of philosophy among the staff, and time for the staff to communicate with parents.

TABLE 8

SUMMARY OF THE WEAKNESSES OF SCHOOL-COMMUNITY RELATIONS

Summary of Weaknesses
1. No communication among teachers and other staff regarding what they are doing in school-community relations
2. Report cards need a lot of explaining to parents
3. Parents do not ask questions about report cards
4. Parents are apathetic toward school

TABLE 8 (Continued)

Summary of Weaknesses

5. Parents do not get into the classroom or school; they don't feel free to visit

6. Lack of personnel to deal with school-community relations

7. Parents who are not involved are critical of the school

8. Younger children are not involved in PTA presentations

9. No time for positive calls home

10. Files on new students are slow in arriving

11. Parents do not understand what teachers are trying to do

12. No unit activities, goals, programs for school-community relations

13. No IIC activities, goals, programs for school-community relations

14. School is not communicating with parents about curriculum areas or expectations

15. Teachers have trouble justifying the multiunit organization to parents

16. No effort to get positive support of parents

17. No time for home visits

18. The newsletter is not read

19. Community resources are not used as much as they should be

20. Parents will not support the teachers to their children

21. Parents do not feel they count or have a voice

22. Parents do not enjoy or need speakers who are brought in for PTA

23. Teachers do not like to open the school for parents

TABLE 8 (Continued)

Summary of Weaknesses

24. Unit meetings are not held on children or their problems

25. Parents are afraid of teachers

26. Both parents in most families work, so there is no time to relate with school

27. Inconsistency within the building regarding IGE and teaming

28. Teachers have not felt free to take discipline problems to the office until this year

29. PTA is run by a handful of parents

30. Less time to relate with the home because of implementing more IGE

31. Parents lack background and experience for helping teachers in dealing with their children

32. Timing of the parent-teacher conferences is poor; the first one comes too early in the year

33. Schoolwide programs do not happen too often

34. Guidance counselor is spread too thin

35. Principal and guidance counselor's flexibility appears chaotic to the staff

36. Many parents are unable to read or write themselves

37. Few volunteers are used at the school

38. Public needs more input into decision making

39. Only unhappy parents notify the school

40. Some staff have the reputation of not being humanistic

41. Communication with other schools needs improvement

Needs Assessment Data - School Community Interviews

A detailed report of the results of the school community interviews appears in Appendix E. This section includes a summary of the data.

The initial focus of the school community interviews was to determine the perceptions of the interviewees in terms of the strengths of the school. In responding to the open-ended question, "What are some of the strengths of the school?", the people being interviewed were given complete freedom. Table 9 reports the strengths which were mentioned, along with the frequency with which they were mentioned.

The strengths indicate that the families in the school community particularly valued the staff's accessibility, sensitivity, friendliness, enthusiasm, and competence. They also appreciated the educational opportunities which were provided to the students. These values were held by parents as well as nonparents.

The second question asked during the interviews was again open-ended: "What are some of the weaknesses of the school?" The respondents were unrestricted in their responses. The weaknesses which were mentioned, as well as the frequency with which they were mentioned, are given in Table 10.

The weaknesses that were mentioned again indicated the desire of the school community to have an accessible, sensitive, enthusiastic, cooperative staff. They also favored additional communication between the home and school, additional services for the students, consistency among the staff, and a still stronger educational program. Parents and

TABLE 9

STRENGTHS OF THE SCHOOL

STRENGTH	NO. OF FAMILIES MENTIONING
Teachers' concern, accessibility, enthusiasm, and friendliness toward students and parents	19
The principal's friendliness, accessibility, and sensitivity to the students and parents	19
Students' opportunities to participate in extra-curricular activities	12
The strong educational program at the school	11
The special educational programs at the school	8
Men on the staff	4
Students switching teachers	4
The strict discipline at the school	4
The helpful, well-qualified noncertified staff	4
Proximity of the school to the homes	3
PTA	3

TABLE 9 (Continued)

STRENGTH	NO. OF FAMILIES MENTIONING
The new I.M.C.	3
Having self-contained classrooms	2
Using community resources	1
Satisfactory hot lunch program	1
Having physical education classes every day	1
Students being able to come home for lunch	1
Similarity of background of the families	1
Cheerful, pleasant building	1
Good first-aid treatment available	1
Emphasis on patriotism	1
Christmas gift exchange	1

TABLE 10

WEAKNESSES OF THE SCHOOL

WEAKNESS	NO. OF FAMILIES MENTIONING
A few unconcerned, unenthusiastic, uncompassionate, uncooperative teachers	13
Unsatisfactory lunchroom and hot lunch program	11
Inadequate playground supervision and unacceptable weather conditions for being outside	9
Inadequate crosswalk help	4
Not using the front doors of the school	4
Insufficient prior notification about PTA	3
Inadequate space for plays and sings	3
The grading system	3
Pushing kindergartners into reading	2
Inappropriate PTA activities	2
Large class size in the past	2

TABLE 10 (Continued)

WEAKNESS	NO. OF FAMILIES MENTIONING
Band time resented by teachers	2
Students having to switch teachers	2
Lack of regular communication about the child and his work	2
Teacher's favoritism of certain students	1
Too strict in behavior expectations	1
Students allowed to freely move around the school	1
Having aides grade papers	1
Teachers not recommending retention	1
Changing math curriculum	1
Inconsistency in teachers' handwriting expectations	1
Lack of pre-kindergarten registration notification	1
Overemphasis of reading, to the detriment of student motivation in other subjects	1
No personal communication time for students	1

TABLE 10 (Continued)

WEAKNESS	NO. OF FAMILIES MENTIONING
Counselor lacks confidentiality	1
Traffic jam at the school when it rains	1
Acceptance by teachers of profanity, stealing, bullying	1
Teasing and discrimination of students by other students	1
Not enough parents show interest in what their children are doing	1
Students having the same teacher two years in a row	1
Initial feelings of being unwelcome to visit school	1
Basics of physical education are not taught enough	1
School sometimes is insensitive to children with handicaps	1
Spelling mistakes go uncorrected	1
Slow students do not do everything the others do, yet are expected to compete with everyone in junior high school	1
Teachers are hung-up on areas of study they are interested in	1
Warm milk	1
No opportunity for band experience in early grades	1

nonparents had similar feelings about the weaknesses of the school.

The results of asking, "What are some of the ways in which you learn about what is happening at school?" are listed in Table 11. The parents of students at the school received more direct communication than nonparents, as parents were involved with information through their children, written communication, conferences, and PTA. Nonparents relied on such indirect sources of communication as other adults, reading the newspaper, listening to the radio, and watching the school.

In response to the question, "What opportunities do you have to become involved in what is happening at the school?", the respondents indicated the ways in which they could donate their resources, mainly time, at the school. Their responses are listed in Table 12. Once again, the parents indicated far more ways in which they could become involved than did the nonparents. The nonparents indicated ways in which the parents could become involved.

When asked the more specific question about their opportunities to participate in decision making at the school, those interviewed often were puzzled and had to take a great deal of time to respond. They frequently asked to have the question repeated and/or explained. Their responses are shown in Table 13. Although many of the interviewees were able to think of one or two ways in which they could become involved in decision making, a large number of those interviewed did not feel that they should be involved in decision making. They indicated that the school staff should be the educational decision makers.

The sixth question was, "What are some of the effective aspects

TABLE 11

SOURCES OF INFORMATION ABOUT THE SCHOOL

SOURCE OF INFORMATION	NO. OF FAMILIES MENTIONING
The students	30
Written communication	27
Other adults	17
Visiting school	13
Parent-teacher conferences	9
PTA	9
Talking with teachers	8
Volunteering at school	7
Talking with members of the staff	4
Reading the newspaper	1
Listening to the radio	1
Watching the school	1

TABLE 12

OPPORTUNITIES TO BECOME INVOLVED AT SCHOOL

OPPORTUNITY TO BECOME INVOLVED	NO. OF FAMILIES MENTIONING
Attending PTA meetings and projects	28
Volunteering in the classroom	28
Being a room mother	20
Letting the school know you're interested	4
Being an aide	3
Visiting the classes	3
Attending parent-teacher conferences	1
Participating in the Christmas gift exchange	1
Being a Brownie leader	1
Listening to your own children	1

TABLE 13

OPPORTUNITIES TO PARTICIPATE IN DECISION MAKING

OPPORTUNITY TO PARTICIPATE	NO. OF FAMILIES MENTIONING
Talking with the teacher	15
Appeal to the Superintendent of Schools or Board of Education	8
Appeal to the principal	7
Sit in on PTA Executive Board meetings	1
Show interest to the staff	1
Give input to citywide curriculum committees	1
Volunteer at school	1
Fill out the questionnaires sent home	1

of school-community relations at the school?" This question was another that required frequent repetition and explanation. Many were unable to distinguish this from the first question. The responses to this question are reported in Table 14. Parents' and nonparents' responses to the question were similar. Many of the answers to question six closely resembled those to question one. Again, the community valued an accessible, cooperative, concerned staff and a strong educational program for its students. It also appreciated good communication between the school and the community.

The final open-ended question dealt with ineffective aspects of school-community relations. Once again, it was difficult for those interviewed to respond to this question aside from their responses to earlier questions. Their comments are recorded in Table 15. Both parents and nonparents again indicated how highly they valued accessible, cooperative, and friendly staff members; frequent communication between the home and school; and student-oriented PTA programs and expenditures.

The results of the focused checklist interview questions covering specific school-community relations activities are reported in detail in Appendix E. The responses to each activity are summarized in Table 16.

Thirteen of the fifteen home-school-community relations activities were highly valued by the school community. The major activities of concern were PTA and the report cards. Parents desired more student-oriented PTA programs, having a local rather than a national organization, more prior notification of meetings, and expanding the PTA beyond

TABLE 14

EFFECTIVE ASPECTS OF SCHOOL-COMMUNITY RELATIONS AT THE SCHOOL

EFFECTIVE ASPECTS	NO. OF FAMILIES MENTIONING
Teacher accessibility, cooperation, and concern	18
The principal's friendliness and accessibility	12
The information exchanged at parent-teacher conferences	9
The information exchanged and money earned at PTA meetings and projects	6
Open door policy	6
Strong academic program	3
Student visibility through PTA and community performances	3
Student happiness	2
Parents and teachers work together	1
Outside activities permitted to meet at school	1
Volunteer program	1
Chance for students to go on trips	1
Having the Christmas sing on 2 separate days	1
All the new activities (eating lunch outdoors, Safety Patrol trip, commendation forms for perfect attendance)	1
Trying to get every parent involved	1
Providing groceries for poor families or those who have had a death	1

TABLE 15

INEFFECTIVE ASPECTS OF SCHOOL-COMMUNITY RELATIONS AT THE SCHOOL

INEFFECTIVE ASPECTS	NO. OF FAMILIES MENTIONING
Teachers who are inaccessible and uncooperative	6
Inadequate communication between home and school	6
Parents' apathy	4
Inappropriateness of PTA expenditures and programs	4
Purchasing supplies	3
Sending sixth graders to the junior high school	2
Religion not being allowed in the school	2
Poor hot lunch program	1
Having to make two trips to the school for conferences	1
The secretary being sharp and putting parents off	1
The principal being protective of school and not letting new ideas in	1
The principal using "love" too loosely	1

TABLE 15 (Continued)

INEFFECTIVE ASPECTS	NO. OF FAMILIES MENTIONING
Not feeling welcome to visit classrooms, not having a chance for a whole group of parents to visit one class	1
Negative newspaper coverage of west-side schools	1
Teachers asking for so much money	1
The size of the school	1
Children having to walk in rain to a special door	1
Children having to wait in the rain at the crosswalks	1

TABLE 16

SUMMARY OF RESPONSES TO CHECKLIST QUESTIONS

A. Christmas Sing
   1. General support and desire to continue it in the future
   2. Concerns
      a. Crowded
      b. Spread over two days
      c. Includes teacher performances
      d. Bad location
      e. Difficult to hear

B. Spring Sing
   1. General support and desire to have an annual spring sing
   2. Concern
      a. Too hot

C. PTA
   1. General concern and desire to change PTA in the future
      a. Poor attendance unless children present
      b. Content of meetings
      c. National affiliation uses local funds
      d. Money-making function of PTA is inappropriate
      e. Not all classes make presentations
      f. Same clique always involved
      g. Difficult to hear
   2. Limited support for social issues orientation

TABLE 16 (Continued)

D. Square Dance

1. General support and desire to continue it in the future
2. Concern
    - a. All fourth-grade students aren't involved

E. Open House

1. General support and desire to continue it in the future
2. Concerns
    - a. Explanation of the purpose of the PTA needs to be included
    - b. General comments need to be made to all parents of children in a class

F. Report Cards

1. General concern and desire to change the report cards in the future
    - a. Difficult to understand
    - b. No grade levels are indicated
    - c. Progress isn't indicated
    - d. Lack of consistency and objectivity among teachers in filling it out
    - e. Lack of consistency with reporting procedures in junior and senior high school
    - f. Necessity of conferences for further explanation
2. Limited support for the present report card and its emphasis on the individual student

TABLE 16 (Continued)

G. Conferences

   1. General support and desire to continue them in the future

   2. Concerns

      a. Unwillingness of the teacher to be frank

      b. Not having all the child's teachers present

      c. Waiting until conferences to notify parents of a problem

      d. Difficulty of arranging a conference time in the evening

H. Newsletters

   1. General support and desire to continue classroom newsletters in the future

   2. General support and desire to publish a school newsletter

   3. Concerns regarding a school newsletter

      a. Interest only in own children

      b. Cost

      c. Wasting paper

      d. Taking away from class newsletters

      e. Already knowing what's going on at school

I. Parent Advisory Council for Title I

   1. No information about

J. Parent Volunteer Program

   1. General support and desire to continue it in the future

   2. Concerns

TABLE 16 (Continued)

- a. Volunteers not being appreciated in several classes
- b. Volunteers not working with the slower children who need more help

K. Parent Questionnaires/Survey

- 1. General support and desire to use them in the future
- 2. Concerns
  - a. Being able to tell the school their concerns more easily in other ways
  - b. Poor return
  - c. Not covering your areas of concern
  - d. Truthfulness of the responses

L. Positive Calls, Positive Notes

- 1. General support and desire to continue them in the future
- 2. Concerns
  - a. Taking too much teacher time
  - b. Good behavior is expected of children
  - c. Getting the praise in other ways

M. Open Door Policy

- 1. General support and desire to continue it in the future
- 2. Concerns
  - a. Interrupting the class
  - b. Necessity of making appointments to visit classes
  - c. Students feeling uncomfortable about their parents visiting

TABLE 16 (Continued)

N. Curriculum Goals and Expectations

1. General support and desire to continue them in the future
2. Concerns
    a. Not being able to judge what is taught
    b. Reading not being stressed enough and requiring memorization
    c. The new math being confusing
    d. Spelling needs to be emphasized
    e. Penmanship and sentence construction need to be emphasized
    f. Students need to be pushed harder

O. Individually Guided Education

1. Lack of understanding of the term
2. Switching of students among teachers generally supported and a desire to continue it in the future
3. Grouping of students according to needs generally supported and a desire to continue it in the future
4. Concerns
    a. Switching of children should not be done with younger children
    b. Grouping of students causes students to lose their desire to move into better groups
    c. Students having to wait for a group to catch up to them

its fund-raising function. They found the report cards difficult to understand and uninformative.

The school community interview results showed that, in terms of the primary interaction model, many of the findings were similar to those of the staff interviews. First, the data indicate that the majority of the interaction took place between individual staff members and individual homes. There was little evidence of interaction with the parents as a whole, even less evidence of interaction with the nonparents, and no indication of interaction with the school community as a whole. The direct interaction of the principal, teachers, and noncertified staff with the parents was highly valued; the parents expressed their appreciation of having direct access to any individual on the staff.

In terms of the five interaction processes, communication opportunities were most frequently mentioned by the respondents. Parents indicated their appreciation of the free exchange of information between the school and the home. The parents who were interviewed mentioned a very limited number of ways in which they could become involved at the school. The respondents felt that there were several ways in which they could participate in educational decision making; a significant number questioned whether it was their role to participate in such matters, particularly if their participation would affect more than their own children. Parents also mentioned several problem-solving activities in which they participated; nonparents were not involved in resolution activities. There were no data from the interviews indicating the use of analysis by the school. Table 17 presents a summary of the community interview needs assessment data.

Needs Assessment Data - Participation Observation

The researcher's major objective in serving as a participant observer in the school throughout the school year was to validate and supplement the data obtained through the staff and school community interviews. The researcher was specifically interested in the utilization of the interaction processes, the roles and responsibilities of the staff regarding school-community relations, and the use of the control functions in the home-school-community relations activities. The observation period extended from April to December of 1976.

The majority of the home-school-community relations activities observed involved communication. A limited number of involvement, participation, and resolution activities took place. No specific analysis activities were observed.

During the observation period, the most frequent type of communication between the home and the school was written notices. At least once a week, and frequently more often, notices to inform parents of upcoming events or changes in the day-to-day schedule were sent home. Several times during this period, a letter thanking parents for their cooperation in an activity was sent home. The announcement-thank you notices generally originated from the principal, although occasionally they originated at the district office.

Another type of written communication which was frequently used

TABLE 17

SUMMARY OF INTERACTION PROCESSES UTILIZATION

SCHOOL-COMMUNITY GROUPS	INTERACTION PROCESSES				
	ANALYSIS	COMMUNICATION	INVOLVEMENT	PARTICIPATION	RESOLUTION
Parents		1, 2, 3, 4, 5, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18.	6, 7.	2, 8, 9, 15, 16, 17. 18.	2, 4, 8, 9, 15, 16, 17, 18.
Nonparents		5, 10, 11, 13, 14.			

KEY:

1 = written notices and classroom newsletters
2 = parent-teacher conferences
3 = report cards
4 = visiting school
5 = student performances at PTA
6 = volunteering in the classroom
7 = being a room mother
8 = calls by or to the principal
9 = calls by or to teachers
10 = students
11 = other adults
12 = PTA announcements and newsletter
13 = radio announcements
14 = newspaper announcements
15 = parent-teacher conference on a student
16 = parent-principal conference on a student or a teacher
17 = parent-Superintendent conference on a teacher
18 = parent-Board of Education conference on a teacher

by a small portion of the staff was the newsletter. Two classroom teachers sent a newsletter home weekly, accompanying each student's papers. The newsletter reported the happenings in the classroom as reported by the students. The pre-kindergarten teacher sent home a monthly newsletter which included an updating on the students' progress, plans for the upcoming month, a report of the events of the past month, and suggestions of ways parents can help their children at home. The four teachers of the sixth graders produced a student-written newsletter in June and December.

Written communication through the report card took place two times during the observation period. The end-of-the year report cards were sent home with students. A parent-teacher conference to explain the markings could be arranged if either the parent or teacher so desired. The November report cards were the topic of scheduled parent-teacher conferences. The school used the district-adopted report card. All of the teachers who had a particular student completed the child's report card.

The most frequent unwritten communications between the home and school were telephone calls and conversations while the parent was at school. Numerous parents called the school to inquire about the hot lunch menu, upcoming events, and problems in the classroom and to have messages given to their children or children's teachers. The secretary handled most of the incoming calls, although the principal frequently answered the telephone if the secretary was busy. Incoming calls were handled courteously and cooperatively. Frequent calls were made from the school to the homes about forgotten supplies, illness, and problems. The outgoing calls about supplies were handled by the students, about illness by the secretary, and about problems by the principal and/or teachers.

When parents visited the school they were greeted warmly at the office. Frequently, the principal and secretary greeted them by name and exchanged pleasantries for several minutes. If the parents had come to visit a class, the principal or secretary either walked with them to the class or, if they were familiar with the location, urged them to go directly to the classroom. Few parents came to the school to observe in the classroom except during American Education Week, when a general invitation to visit was sent home. Many parents took advantage of this opportunity. The PTA open house was also well attended.

The PTA had monthly meetings, which served as additional communication opportunities. The September meeting was the traditional business meeting, followed by an open house. This was a family event where students took their parents to meet their teachers and see their rooms. The October meeting in 1976 was a school carnival with games, prizes, and food. The attendance at the carnival was large. Parents were cooperative in providing the prizes and helping prepare the food and games. The November PTA was parent-teacher conferences, and the December PTA was the Christmas sing. The attendance at each was almost 100 percent. PTA meetings were planned at the beginning of the school year by the PTA Executive Board; the details were planned by the PTA president, the principal, and the principal's secretary, closer to the meeting date.

Involvement activities which were observed from April to December of 1976 included the involvement of room mothers and volunteers in school activities. Room mothers donated treats for several special occasions. They also chaperoned several field trips. Although only one volunteer was observed in the classroom, volunteers were welcomed in numerous non-instructional roles. A number of parents helped with the PTA carnival, the PTA rummage sale, vision testing, hearing testing, and the fifth- and sixth-grade caroling party. Nonparent community resources were not utilized.

The majority of the community participation in decision making which took place in the school involved the instructional program of individual students. There was no regular, planned parental participation in planning, implementing, or evaluating students' educational programs. Parents did participate in decision making about their own children through periodic conferences and/or telephone conversations with teachers or with the principal. Particularly in situations in which students exhibited negative behavior, parents were called and the situation discussed with them. The goal of the conversation was to seek parental cooperation at home with the problems exhibited at school. Parent-teacher conferences, as well as parent-principal-teacher conferences, were utilized for the resolution of problems which had developed between a teacher and child or between a home and the school.

One other opportunity existed for parental participation in decision making. The Title I program at the school had a Parent Advisory

Council in which parents of Title I students could participate. Volunteers for the council were sought at the Title I tea in the fall. Two volunteers from the families of each Title I teacher were chosen by the teacher. The organizational meeting was arranged for January to set some long-range goals and plans for the Title I program.

The only type of problem solving or resolution which was observed during this period was in regard to problems between individual students and teachers. Both teachers and the principal were called on occasion about incidents which took place on the playground or in the classroom. Parents were called by teachers or the principal for playground or classroom misbehavior. At no time during the six-month observation period did a group of parents and/or nonparents approach a teacher, the principal, the board of education, or the Superintendent of Schools regarding a school concern.

In terms of school-community relations activities, control functions were observed for individual activities. Planning and organizing schoolwide activities were done first in the IIC, then in the units. There was little coordination and evaluation of schoolwide activities. Unit activities were planned, organized, and coordinated in the units; there was little evaluation. Individual teachers were responsible for planning, organizing, and coordinating their individual home-school-community relations activities.

No short- or long-range planning of school-community relations was observed. Activities which were traditional or new ones which were successful in other schools were utilized. There was no larger purpose or plan which they fit.

In summary, the observations by the researcher confirmed the data from the staff and school community interviews. Interactions were primarily with parents; rarely, with nonparents. Interactions were also most frequently between the individual home and the individual school staff member. Communication was the primary interaction process, with little planned, regular analysis, involvement, participation, or resolution activities.

CHAPTER IV

PLANNING AND IMPLEMENTING THE SCHOOL-COMMUNITY RELATIONS PROGRAM

The initial assessment of the school-community relations at the selected school is reported in Chapter III. Assessment results indicated that interaction was primarily between the school and the homes of the students. Activities were planned and organized as the situation demanded. The process utilized most frequently was communication.

Comparing the school-community relations situation at the school with the R and D Center interaction model, the project coordinator noted numerous discrepancies. In terms of the interaction processes, there was little regular, planned use of involvement, participation, or resolution, and no use of analysis was identified. Many of the existing communication activities promoted one-way communication; few utilized two-way communication. Of the activities which were being utilized, many needed refinement. The interaction patterns rarely included nonparents or the school community as a whole. The role of the unit leaders in interacting with the homes was little different from that of the unit teachers. Finally, the school-community relations at the selected school lacked a long-range focus and planning. A school-community relations program with specified objectives, roles and responsibilities, and evaluative techniques did not exist.

Considering Alternative Strategies for Change

There were numerous directions, therefore, which the school-community relations program at the school could take. Among the possibilities which were considered by the project coordinator were to:

1. Introduce new activities involving the interaction processes which were infrequently or never utilized,
2. Refine the existing school-community relations activities,
3. Introduce new interaction patterns, including a distinction between the role of the unit leader and the role of the unit teacher,
4. Refine the existing school-community relations interaction patterns.

Time was limited. Because of the numerous festivities during December, little time or energy could be devoted to decision making regarding school-community relations until after Christmas vacation. Beginning the planning and implementation of change in January left only four months for the project coordinator to work with the school. In addition, there were numerous demands on the time of the staff other than school-community relations. The day-to-day instructional program involved a great deal of time. Any "left-over" time was consumed by such activities as other special studies being conducted in the building, budget decisions which had to be made, staffing changes which were required for the next school year, student retention considerations, an audit by the Department of Public Instruction, spring vacation, and parent-teacher conferences. The list of demands for the time of the staff seemed endless. Improving school-community relations was just one of many considerations of the staff.

Rather than attempting too much change in too short a period of time, the project coordinator decided to concentrate on four approaches to the implementation of the school-community relations program. The first was to work with the IIC and the units. With this approach, the entire staff was involved in school-community relations activities which focused on the infrequently used interaction processes and patterns and the interaction processes and patterns needing refinement. The staff was given a choice as to how the area(s) of concentration would be selected. First, the staff could select one concern related to an interaction pattern or process which was expressed during the community interviews. The entire school would concentrate on the one concern. The other possibility was to have the staff select five problems, one for each unit to work toward solving. The first approach was selected by the staff. The schoolwide goal was to improve pupil progress reporting through the use of more analysis, two-way communication, participation, and resolution.

A second approach to change was through offering a graduate course on school-community relations at the selected school. The faculty associates in the Home-School-Community Relations Project at the R and D Center taught a workshop which combined the theoretical framework of the R and D Center with the practical needs of the school staff. The project coordinator served as liaison between the school and the university.

The third approach was for the project coordinator to work with individuals on school-community relations activities which would result in the implementation of all of the interaction processes and/or patterns. Individual staff members expressed interest in trying new activities and in refining existing activities. The project coordinator worked with these individuals to provide them with sample materials and skills which they might incorporate. These activities included question-and-answer coffees, an instructional game make-and-take, class newsletters, PTA, home visits, notices sent home, a student picture survey, the Christmas sing, and the spring sing.

Finally, the project coordinator approached change by undertaking several activities herself. These activities were also directed at the implementation of the total interaction model. In utilizing the fourth approach, the project coordinator hoped that the success of some of the activities would motivate staff members to implement them in the future in the absence of the project coordinator. Among the activities which the coordinator implemented were a school newsletter, sharing of school-community relations plans and evaluation results at IIC meetings, determination of one child in each family with which notices would consistently be sent home, presentation of the school-community relations framework and project to schools within and outside the district, and working with task forces dealing with topics related to school-community relations.

Implementing the Strategies for Change

On the following pages, a more thorough discussion of each of the four approaches to change is presented. For each approach, there is a discussion of the procedures utilized in initiating the change, the plans which were made, and the implementation of the plans.

Focusing on School-Community Relations Throughout the School

Since no more than one of the possible changes in the existing school-community relations could be implemented in four months, a method for selecting one of the possibilities had to be identified. Knowing the importance of staff participation and commitment, the project coordinator involved the staff in making the decision.

Selecting a schoolwide focus. The first step in staff involvement took place on December 6, 1976. In a total staff meeting, the project coordinator presented the results of the community interviews and distributed copies of the interview report (see Appendix E). While reviewing the report, the coordinator complimented the staff on its efforts, which had obviously created a positive overall impression of the school on the school community. The activities that were particularly appreciated by the community were highlighted. Problem areas were also discussed. The meeting concluded with the suggestion by the project coordinator of several interaction processes and related activities the staff might consider for future school-community relations areas of concentration. She asked them to reflect upon these possibilities and give feedback to their unit leaders or to her before the January 6 meeting of the IIC.

By January 6, neither the unit leaders nor the project coordinator had received feedback from the staff on their preferences for future school-community relations emphases. During the IIC meeting, the project coordinator suggested that they once again consider the directions they might take, then have the units discuss them further. A sheet which summarized the problems discussed in the interview report and a sheet listing proposed activities for solving the problems were the framework for the IIC meeting (see Appendix F). During the discussion, the coordinator reminded the IIC members that each unit could concentrate on a separate concern, or that the entire school could focus on one concern but implement different solutions in each of the units. It was the consensus of the unit leaders that the entire school concentrate on one concern. Their suggestion was that the school focus on reporting pupil progress to parents, with each unit implementing various changes in their existing procedures. They requested that the project coordinator make a presentation to each of their units and utilize the same framework as had been used in the IIC meeting. In such a manner, the entire staff could be involved in selecting not only the area of concentration but also the solutions to be implemented. Meeting times were established at the end of the IIC meeting.

During the week of January 14 through 21, the project coordinator met with each of the units to discuss their preferences for a schoolwide emphasis and their choice of a solution to the problem. At the unit meetings, the teachers indicated that they would agree to the IIC decision. The project coordinator stressed that a final decision had not been made and that they were to be involved in making that decision. It was evident that, in their minds, the decision had been finalized, so the project coordinator presented possible ways in which pupil progress reporting could be improved. Examples of each were provided.

The first suggestion for improving pupil progress reporting was utilizing a preconference inventory as the basis for planning parent-teacher conferences. Such an inventory would cover three areas: (1) the teacher(s) whom the parents wanted present during the conference, (2) the topics they wanted discussed, and (3) the date and time they preferred for their conference. The project coordinator explained that the use of the inventory would provide opportunities for additional analysis, two-way communication, participation, and resolution to take place. Parents would be able to specify their school-related problems and concerns. These concerns would become the basis for two-way communication and parental participation in decision making during the conference. As a result of the increased utilization of analysis, communication, and participation, problems would hopefully be resolved.

A second area of concentration which was proposed was communicating with parents throughout the marking period, rather than only at the end of the nine weeks. The communication could involve telephone calls regarding positive or negative student behavior; notes sent home with the student regarding his/her work or behavior; parent-teacher conferences scheduled throughout the nine weeks, rather than at the designated conference time; and/or sending the papers of students home on a weekly basis with a sheet requesting parent reaction to the work. The purpose for suggesting the new communication techniques was to increase the amount of communication between the home and school and thereby to resolve actual and potential conflict. The lack of communication throughout the marking period was an issue in the community. Parents wanted to be notified of problems of students as soon as they occurred. They were also anxious to be informed about what their children were studying. Regular communication with the home was suggested as a means of resolving the conflict.

The project coordinator also suggested consideration of utilizing achievement level graphs or reports during conferences. Many citizens who were interviewed had indicated their discontent with the existing report cards because they did not report how the student compared with his/her classmates. The project coordinator suggested providing this information during the parent-teacher conference. Communicating the additional information would help resolve the conflict which had developed regarding pupil progress reporting.

Another proposal was having the project coordinator work with the unit members in improving their conference techniques. Many teachers admitted during the unit meetings that they felt uncomfortable during parent-teacher conferences and would appreciate some inservice on techniques they might utilize. The project coordinator explained that the objective of the inservice would be to develop understanding and skill in utilizing more two-way communication, participation, and resolution in parent-teacher conferences.

A fifth suggestion was to have more than the homeroom teacher present during a parent-teacher conference. With the students switching teachers for various subjects, the homeroom teacher could not report on all aspects of the growth of a student. The coordinator suggested having one or two additional teachers present for a conference to provide an opportunity for two-way communication to take place in several areas of study.

The final proposal resulted from the lack of systematic analysis of the school community by the school. The project coordinator suggested that the units consider evaluating the perceptions of parents about current conference procedures. The use of a survey would provide information about existing issues related to parent-teacher conferences. Efforts to resolve the issues could then take place.

Two of the units had decided by the end of their meeting how they would improve reporting procedures. By the next IIC meeting the other units had finalized their decisions. Table 18 presents the selections of the units.

Planning, organizing, and coordinating the schoolwide focus. Once the units had decided on their areas of concentration, the unit leaders assumed responsibility for specific planning, organizing, and coordinating in the units. The project coordinator continued to work with the units, informally discussing with them what they were planning and any problems they were facing. During the conversations, the project coordinator again offered to help in any way possible with the planning

TABLE 18

UNIT EMPHASES FOR IMPROVING THE REPORTING OF PUPIL PROGRESS

UNIT	EMPHASIS
A	Communication throughout the marking period Use commendation forms when students meet established goals Make positive and negative telephone calls home
B	Communication throughout the marking period Use commendation forms when students meet established goals Make positive and negative telephone calls home
C	Parent-teacher conferences Use preconference inventory Lengthen time for each conference Provide an opportunity for parents to meet with more than one teacher Share information on how the student compares with classmates, if desired (standardized test scores, achievement level) Evaluate new conference format
D	Parent-teacher conferences Use preconference inventory; two teachers to send it home prior to the conference, three teachers to have it filled out at the beginning of the conference
E	Parent-teacher conferences Use preconference inventory Provide an opportunity for parents to meet with more than one teacher Share information on how the student compares with classmates, if desired (standardized test scores, achievement level)

and/or implementation. Several units did ask for additional help. Their requests were mainly for further clarification of their selected focus, examples of preconference inventories, examples of questionnaires which could be utilized, and help in arranging their conference schedules.

During the IIC meeting on February 16, the project coordinator asked each unit leader to share with the IIC the selection of his/her unit for improving pupil progress reporting. The rationale for sharing was to provide communication among the units on their decisions, as well as to provide a reminder that the March 29-31 conference time was quickly approaching. At the February 16 meeting, all unit leaders indicated that they were progressing well. Again, the project coordinator offered her assistance.

During the first week of March, the unit leader of Unit D approached the project coordinator to inform her that his unit teachers no longer planned to utilize the preconference inventories. Instead, they had decided to conduct a survey of the parents in their unit to determine their impressions of the present format of parent-teacher conferences. The unit leader asked permission to make this alteration in their plans. The project coordinator approved the change. Although the survey would be somewhat of a duplication of the needs assessment process, the project coordinator was encouraged by the willingness of the unit to continue to participate in the schoolwide focus. The unit leader had indicated from the beginning that the unit was somewhat hesitant to participate, but everyone had agreed to cooperate when the project coordinator met with them. The coordinator hoped that the results of the survey would help convince all of the staff in Unit D of the need to refine conference techniques and that in the future they would be willing to incorporate the parents' suggestions. The unit leader also requested help in designing the questionnaire. The project coordinator provided some suggestions, as well as examples of possible questions.

At the March 23 meeting of the IIC, the project coordinator once again asked for feedback on how the units were progressing with their plans. Units A and B reported that three teachers in their units had begun reinforcing students with commendation forms (see Appendix G) for learning to spell their addresses, the months of the year, and the days of the week. Two teachers had also begun making positive and negative telephone calls to the homes to report on student behavior and academic progress. The unit leader in Unit C informed the IIC that they had sent preconference inventories (see Appendix H) to the parents and were utilizing the responses to establish the agenda for conferences. The unit leader had also obtained the approval of the Director of Elementary Education to have an extra one-half day for conferences, which would make it possible to lengthen each conference to 30 minutes. He reported that their aide was completing the graphs of standardized test scores to share with those parents who were interested. One of his unit teachers was working on the conference evaluation questionnaire. The unit leader in Unit D reported on their change in plans and the completion of the survey instrument (see Appendix I). When the unit leader in Unit E reported on their progress, he indicated that they were not implementing their plans. The project coordinator asked him their reason for not following through with their ideas on conferences. He appeared to have forgotten their obligation. After the meeting, the project coordinator made an appointment with the unit leader in Unit E to discuss with him and his unit other alternatives which they might consider, since it was obviously too late to implement their plans for parent-teacher conferences.

Because of responsibilities with after-school sports, the unit leader in Unit E was unable to meet at the scheduled time. Rather than postpone the decision any longer, the project coordinator discussed possible alternatives with the other members of his unit. When his responsibilities in after-school sports was completed, the project coordinator talked with him about two possibilities -- make weekly telephone calls to the homes to report pupil progress or have a unit potluck. If the potluck were chosen, the project coordinator suggested that there be a program through which the students could communicate to their parents some of their current units of study, such as a recent field trip and the Trade Fair. The unit members agreed to organize the potluck and program. Rather than have the unit leader develop the specific plans for the potluck, the project coordinator discussed the tasks which had to be accomplished, helped him set a timeline, and divided the tasks with him. They tentatively set the date for the potluck on April 19.

During the week of conferences, the only request for the help of the project coordinator was from the teacher in Unit C who was working on the conference evaluation sheet. The two of them shared ideas on questions which could be included and finally settled on 14 questions (see Appendix J).

Throughout March, the project in Units A and B expanded to include more teachers and students. By April 1, two additional teachers were distributing commendation sheets. More goals had to be set, as some students had attained all of the original goals and were motivated to continue learning to spell. The number of teachers making positive and negative telephone calls about behavior and academic progress of students had increased from two to four teachers.

The potluck plans continued to materialize as the April date approached. Unit E met on April 1 to finalize the date; they changed the potluck date to April 26 to permit more time for preparation of the program. At the April 1 meeting, they composed a letter to parents to inform them of the upcoming potluck (see Appendix K). Since April 1 was the beginning of spring vacation, their willingness to meet after school indicated much greater commitment to the new focus of the unit than to the previous focus. Between April 1 and April 26, Unit E fulfilled their responsibilities related to the potluck without prodding from the project coordinator.

In summary, a number of activities directed at improving the reporting of pupil progress were undertaken throughout the school. The objectives of the activities included increasing the amount and quality of analysis, two-way communication, participation in decision making, and resolution of conflict among parents regarding pupil progress reporting. The responsibility for implementing these activities was divided between the staff of the school and the project coordinator. The major responsibilities of the project coordinator were identifying the problems, suggesting possible solutions to the problems, providing examples of the solutions, coordinating the efforts of the units, and continually stimulating the units to implement their plans. The unit leaders assumed major responsibility for making specific plans with their unit teachers, assigning responsibilities to unit members for implementing the plans, and coordinating the implementation of the plans in the unit. The unit teachers had minor responsibility for planning the specific activities. Throughout the period of the schoolwide focus on pupil progress reporting, the principal provided freedom to the project coordinator and the school staff to plan and implement innovative techniques.

Conducting a School-Community Relations Graduate Course

The second means of initiating change at the selected school was through offering a graduate level course in school-community relations. The class met at the school from 4:00 to 6:30 on Thursdays during the second semester of the 1976-1977 school year. The faculty associates in the Home-School-Community Relations Project taught the class, with the project coordinator serving as a liaison between the school and the professors. The other two staff members of the Home-School-Community Relations Project helped teach several classes.

The class was designed to be a combination of the theory of the R and D Center and the practical needs of the practitioner. The objectives of the course included:

1. To develop conceptual knowledge of home-school-community relations,
2. To develop practical skills in home-school-community relations,
3. To identify a home-school-community relations problem and to solve the problem through a practical course of action,
4. To develop a plan for improving home-school-community relations at the classroom, unit, or school level.

The course was taught as a workshop. Classes consisted of lecture, discussion, and/or activities on particular aspects of school-community relations which the students and professors had selected. The topics which were covered each week are presented in Table 19. Assignments were practical. Instead of having to write research papers, the students were required to complete two assignments. Assignment one was related to the third objective of the course. It included planning, implementing, and reporting on an activity which would help solve a school-community relations problem in their school or unit. For the second assignment, they were required to conduct and prepare a written report of a depth interview of a member of the school community. They also were asked to read several articles on school-community relations. If the students were enrolled for a third credit, they were required to complete a long-range plan for school-community relations at their

TABLE 19

SCHOOL-COMMUNITY RELATIONS COURSE: CLASS TOPICS AND ACTIVITIES

DATE	TOPIC/ACTIVITY
January 27	Introduction to class Nominal Group Process to identify topics of interest to the students (activity)
February 3	Continuation of the Nominal Group Process (activity)
February 10	Concepts of a program of school-community relations (lecture)
February 17	One-way and two-way communication (activity) Explanation of assignment on problem statements
February 24	Parent-teacher conferences (discussion)
March 3	Interpersonal communication skills (lecture and activity)
March 10	Depth interviews (explanation and discussion)
March 17	Depth interviews (videotape and discussion)
March 24	Explanation of third credit assignment on writing a plan for school-community relations Questions on depth interviews
March 31	Work time for third credit assignment
April 7	Vacation

TABLE 19 (Continued)

DATE	TOPIC/ACTIVITY
April 14	Written communications (activity) Work time for third credit assignment
April 21	Resolution of conflict (lecture) Organizing, planning, and evaluating a home-school-community relations program (lecture
April 28	Written communication (critique of existing ones) Advisory committees (lecture)
May 5	Reports and discussion of problem statements and courses of action
May 12, 19	Reports and discussion of third credit assignment
May 26	Wrap-up

school. The third credit plan involved an analysis of the subpublics in the school community and the existing school-community relations processes; identifying interaction patterns and processes which were weak or lacking in the existing school-community relations; and developing objectives, activities, and roles and responsibilities directed at the inadequate areas.

The project coordinator was primarily responsible for publicizing the course in the district in which she was working. During her interviews with the staff, she assessed the initial interest in the course. In the fall she distributed a written description of the course, along with a questionnaire to determine the number of staff members in the school who were interested and their choice of meeting times. The project coordinator then approached the staff members who had indicated an interest and asked them to complete a course registration form so they would be assured of being in the course. At this point, the course was opened to other schools in the district and advertised in the university timetable. To advertise the class in other schools in the district, the project coordinator placed a description of it in the mailbox of every principal.

Nine staff members from the selected school actually enrolled in the course, along with eleven from other schools in the district and surrounding areas. Of the nine, two were from Unit A, four from Unit B, and three from Unit C.

In completing assignment one, the staff from the school in which the project coordinator was located was allowed to work on its activities related to the schoolwide focus on reporting pupil progress. Four of the six students from Units A and B planned and implemented the student reward system described in the previous section. The other two planned a kindergarten orientation program. The three Unit C students concentrated on planning and implementing the parent-teacher conference innovations they had selected. The project coordinator served as a resource person as they completed their assignments.

Since all nine students from the selected school were enrolled in the course for three credits, they were required to complete a long-range school-community relations plan for the school. Again, the project coordinator worked closely with them on this task both during and outside of class.

In summary, the school-community relations course provided many of the teachers in the primary and lower intermediate units at the selected school with a theoretical framework for school-community relations, as well as practical suggestions for improving various school-community relations activities. Their assignments forced them to deal with existing problems in their relations with the community and to prepare long-range plans for the school-community relations of the school.

Working with Individual Staff Members

From the beginning of the project, the presence of the coordinator in the school created an awareness among the staff of school-community relations. At a loss to describe the role or title of the project coordinator in the school, the district administrators decided upon the label "Home-School Coordinator." The title alone implied that the school should be concentrating on school-community relations. Added to the title was the interviewing and questioning in which the project coordinator was involved. As a result, before the initial assessment had been completed, many staff members were already making an effort to improve relations with the school community.

Typical of this effort which had been engendered by the mere placement of the project coordinator in the school was the note from the principal to parents following the PTA Carnival (see Appendix L). In the note, dated October 14, 1976, she thanked the parents for their cooperation in making the Carnival a success and the students for their excellent behavior. She also explained that the profits would be used to purchase instructional materials, which the parents should feel free to inspect. In writing the note, the principal asked the project coordinator for assistance. When they had composed the note, the project coordinator inquired about whether the principal had sent similar thank-you notes in the past. She responded that she had not and added, "You're our conscience. See what you've done to us!" This type of reaction to the presence of the project coordinator was common among approximately one-half of the staff members of the school.

When the project coordinator had been in the school for several months and trust had developed between her and most of the staff, a number of staff members began expressing an interest in trying new school-community relations activities and refining existing activities. The students in the school-community relations course were particularly anxious to implement suggestions. A brief description of the activities of individual staff members and the role of the project coordinator in these individual efforts follows.

Question-and-answer coffees. One of the most extensively implemented new activities in the school was the question-and-answer coffees. The original motivation for the coffees was a casual remark by the project coordinator that, among the citizens interviewed, many had had questions about the instructional program and the policies at the school. Although additional analysis of the questions and problems in the community was essential, it appeared that the lack of information could result in the development of conflict. The discussion continued with possible solutions to the lack of information, with one solution being question-and-answer coffees. In addition to providing an opportunity for more two-way communication between the school and the community, the question-and-answer coffees would also permit some analysis of existing school-related issues and problems in the community.

The unit leader in Unit B expressed an interest in organizing several coffees. Within 24 hours of the first mention of the subject, the unit leader had contacted two parents of students in her unit to arrange coffees. In calling them she explained the activity and asked if they would be willing to invite some of their friends to their homes for an informal session during which the principal, the project coordinator, and she would try to answer any school-related questions they might have.

The planning for the coffees was divided among the host mothers, the unit leader, and the project coordinator. The mothers determined the invitation list and actually did the inviting. They also provided the coffee and cookies. The unit leader and project coordinator planned the procedure and the evaluation form to be utilized (see Appendix M).

After the first two coffees, the project coordinator asked the unit leader to share her experiences at an IIC meeting. Copies of the evaluation summaries were distributed to the IIC members along with copies of the questions which the parents had asked. The project coordinator suggested that other unit leaders would find it interesting to attend a coffee. No one volunteered to attend one.

Since no further interest was expressed, the project coordinator arranged a coffee for the principal and her to attend. One change was made in the procedure. Rather than having general questions asked, the questions were to focus on one topic--the lunchroom situation. The members of the IIC were informed of the coffee and the topic; no one showed an interest in attending it. The principal and coordinator decided to field the questions alone, which would provide an opportunity for them to evaluate the necessity of having a unit leader present.

In the meantime, an explanation of the coffees had been sent home to all parents, along with an invitation for them to host or attend one by calling the school. Although no one called the school office, two parents indicated an interest to staff members of the school. One talked with the unit leader in Unit C, who scheduled a coffee in May which he and the principal and project coordinator attended. The other parent expressed an interest to an instructional aide who relayed the message to the project coordinator. The coordinator arranged this coffee. Again, no unit leader was interested in attending, so the principal and project coordinator attended.

In summary, the question-and-answer coffees were utilized for answering the questions of community members about school policy and the instructional program. The coffees provided an opportunity for further analysis of issues in the community, two-way communication, and resolution of actual and potential conflict. Two versions of the coffees were tried--general questions and questions specific to a particular topic. The primary responsibility of the project coordinator included stimulating the staff to try the idea and helping plan, organize, coordinate, and evaluate the individual coffees. The unit leaders in Units B and C helped plan, organize, and evaluate the coffees. The unit leader in Unit B assisted in stimulating another unit leader to participate.

Instructional game make-and-take. During the staff interviews in April and May, 1976, one of the Title I teachers in the school indicated that she had thought about having an instructional game make-and-take. She explained that this would include having parents of Title I students attend a workshop at the school to construct instructional games which would be appropriate to the needs of their children. The parents would use the games at home with their children to supplement the efforts of the teachers at the school.

In conducting the interviews in the fall, the project coordinator discovered a limited number of ways in which community members could become involved at the school. The make-and-take which had been suggested by the Title I teacher was an opportunity for increased parental involvement. The project coordinator therefore approached the Title I teacher and encouraged her to follow through with her idea. She offered to help in any way possible.

During the first semester of the 1976-1977 school year, the three Title I teachers proposed to their Parent Advisory Council (P.A.C.) that a make-and-take be their focus for the year. The P.A.C. supported the idea. With the P.A.C. endorsement, the Title I teachers continued planning the make-and-take. The only involvement of the project coordinator was in providing encouragement and locating materials.

Following the make-and-take, an unfortunate picture and caption regarding the workshop appeared in the local newspaper. The caption described the Title I students as "disadvantaged," which greatly upset the parents of the Title I students as well as the teachers. The project coordinator assumed a more active role at this point. She offered both vocal and written reminders of the success of the make-and-take, regardless of the newspaper publicity. In the school newsletter, the coordinator thanked the parents for donating their time and corrected the newspaper error. She also stressed the hope that the teachers would have another make-and-take.

The make-and-take offered an opportunity for increased parental involvement at the school. This activity was almost totally teacher stimulated, planned, organized, and coordinated. The project coordinator played a minor role, which involved serving as a resource and being supportive of the efforts of the teachers.

Class newsletters. Another activity in which the project coordinator had only minor involvement was class newsletters. The three teachers who regularly produced newsletters continued to assume major responsibility for producing them. The project coordinator provided the teachers with frequent praise based upon the favorable comments of parents during the interviews and the apparent need for additional communication about the instructional program of the school. The teachers greatly appreciated the positive feedback, since they had no indication from parents about their feelings. Two of the three teachers had planned to abandon their letters until they heard the interview results. The project coordinator also provided materials for one of the teachers to include in her monthly feature on how parents can become involved in instruction at home.

The class newsletters were another activity for which the teachers assumed major responsibility. Their role was to plan, organize, and coordinate the newsletters. The project coordinator served as a resource and was supportive of their efforts. Their continuation provided needed communication about the ongoing program of the school.

Home visits. During the discussion of parent-teacher conferences in the school-community relations course, one of the course assistants asked if anyone had considered having a conference in the home rather than in the school. No one had. The course assistant explained that home visits provided a good opportunity for valuable communication about the student, as the home environment furnished information which a parent-teacher conference at school could not. She also suggested that holding a conference in the home was conducive to solving the problems and concerns of the parents.

Within one week, two teachers in the school in which the project coordinator was located had taken advantage of an opportunity to make a home visit. One of the teachers in Unit B had received a call from a concerned parent who wanted a conference within a week. Because of the complicated schedule of the parents, the teacher suggested that she come to their home, if that would be more convenient. They agreed and the conference was held in their home.

In the second instance, a Unit C teacher had been called about a conference, which she offered to hold in the school or their home. They selected the latter alternative. The teacher had a lengthy visit with the parents in the presence of the child and her siblings.

At the next meeting of the school-community relations class, the project coordinator asked both teachers to report to the group on their home visits. They provided a thorough evaluation of their experiences and answered questions from the group. They confirmed the value of the home visit for communication about the home environment of the student and resolution of conflict.

In the two cases, the teachers assumed major responsibility for planning and organizing the home visits. Both teachers eagerly reported their plans and experiences to the project coordinator. Once again the project coordinator provided praise and encouragement.

Notices. Throughout the year, numerous staff members requested assistance from the project coordinator in writing notices to be sent home. The notices covered a wide variety of subjects, such as the kindergarten reading program, PTA meetings, schedule changes, and field trips.

The project coordinator worked with the individual staff member in writing the notice. The staff member generally explained the desired content of the notice; then, the two considered alternative ways of writing this information. They then selected the most appropriate wording. Their objective was to provide more frequent and more meaningful communication to the home.

Student picture survey. Because other schools in the district were contracting for school pictures with a new photographer, the PTA at the selected school decided to survey the parents to determine their feelings about the existing package of pictures. The Picture Project Chairperson, who was also an instructional aide at the school, was asked to design, distribute, and compile the survey.

The Picture Project Chairperson drafted an initial version of the survey, then approached the project coordinator for sugggestions. The two of them discussed some minor wording revisions and the addition of a question to provide a better analysis of the feelings of the parents. The questionnaire was then finalized (see Appendix N). When the surveys had been typed and duplicated, the project coordinator helped distribute them to the oldest child in each family. The aide compiled the surveys when they were returned.

In this activity, the aide and project coordinator shared the responsibility for planning the activity. The PTA stimulated the aide to implement the activity, and the aide coordinated the effort. The objective of the survey was to provide additional analysis data on the perceptions of parents regarding student pictures.

Christmas sing. The school-community interview results were shared with the staff on December 6, 1976. The Christmas sing had been scheduled for December 16. One item on the agenda for the December 8 IIC meeting was planning for the sing. During the IIC meeting, the principal asked the project coordinator for suggestions on changes in the standard format of the sing on the basis of the interview data. This request provided an opportunity for the project coordinator to communicate some of the problems which parents perceived in the Christmas sing and to implement the solutions they had suggested. Both efforts would hopefully lead to a resolution of the conflict which had developed over the sing.

The project coordinator suggested that the IIC consider three areas of parental concern. First, parents disliked the crowd in the gymnasium during the sing, which made it difficult for everyone to be seated and to see the children. In discussing this concern, the project coordinator suggested that a plan be adopted that would mean fewer people in the room. Several possibilities were considered. One was to have one-half of the students sing on one day and the other one-half sing on the following day. Among the major objections to this suggestion was that many parents would have to attend both presentations.

Another possibility was to have the students sing for the parents the first day and for each other the second day. This plan would involve having only those students who were performing in the gymnasium and having the additional room in the gymnasium for parents. The second alternative was selected by the IIC.

A second area of concern among the school community had been taking time during the program for performances by teachers. After discussing this concern, the IIC decided against having teachers perform.

The project coordinator also mentioned the difficulty parents had in seeing their children and in their children seeing them. Although this problem was somewhat related to the crowd, it was also related to the mass of students of the same relative height crowded together. The music consultant mentioned the possibility of borrowing risers on which the children could stand. This suggestion was supported by the group.

The project coordinator had two additional responsibilities for the Christmas sing. One was to help coordinate the program. During the performance, the project coordinator helped inform the classes of when they would be performing. The second responsibility included evaluating the reactions of the staff members to the new procedures. A questionnaire was distributed to all staff members and the responses were compiled (see Appendix O). The results were reported in writing to the entire staff by the project coordinator.

In summary, ideas communicated from the home to the school were incorporated into the Christmas sing. Parents had an opportunity to participate in the decisions about the sing through the suggestions they provided to the project coordinator during the interviews. The objective of the changes in the sing was problem resolution. The major responsibility for planning and organizing the Christmas sing was assumed by the IIC and the music consultant. The music consultant was primarily responsible for coordinating the activity. The project coordinator assumed a major role in initiating three changes in the customary procedures and evaluating the results.

PTA. One of the less successful efforts of the project coordinator in the school was initiating student performances at PTA meetings. After the overwhelming support of student-oriented PTA programs emerged from the school community interviews, the coordinator suggested on several occasions that activities observed in the building would provide excellent PTA programs. She also recommended that new activities be considered for PTA, such as a schoolwide Fine Arts Fair. Only two PTA programs materialized from these efforts--a square dance, which had been a traditional PTA program, and the spring sing.

Spring sing. The parents who were interviewed reacted favorably toward the idea of a spring sing. At the December 6 staff meeting, the project coordinator communicated the feelings of the parents and suggested that they consider having a schoolwide spring sing. At a February IIC meeting, the project coordinator repeated her suggestion. There was little interest in this idea because of the time that would be taken from the instructional programs for practice and preparation. The IIC decided instead to have the May PTA meeting a presentation by the school choir.

The reaction of the staff to the suggestion of a schoolwide spring sing was a second example of a project coordinator initiated activity for which plans failed to materialize. An outgrowth of the attempt, however, was a student presentation for the PTA. The spring sing provided some resolution of the conflict which had developed over the lack of student PTA programs, as well as an opportunity for parental participation in decision making.

Assuming Total Responsibility for Activities

The fourth approach to change which the project coordinator utilized was the assumption of the total responsibility for some activities. As a result of the needs assessment, many areas which needed attention were identified. The staff became involved in a number of school-community relations activities to solve some of the needs, but they did not have sufficient time to undertake all of the necessary activities. The project coordinator decided to assume total responsibility for several activities. Hopefully their outcomes would motivate the staff to continue the activities in her absence. Among the activities of the project coordinator were a monthly school newsletter, an IIC focus on plans and evaluation results of school-community relations activities, a list of families in the school, designation of the oldest child in the family as the carrier of notices, presentation of the school-community relations framework throughout and outside the district, and working with committees on school-community relations activities. A description of the project coordinator's approach to each of these activities follows.

School newsletter. Throughout the interviews in the school community, the project coordinator heard comments about the lack of sufficient communication between the home and the school. Those being interviewed requested more prior notification about upcoming events, information about the instructional program of the students, knowledge about the IGE emphasis at the school, and notification about PTA expenditures. The project coordinator decided that many of these communication problems could be solved through a monthly school newsletter.

A school newsletter was produced by the project coordinator under the title "__________'s Link" (see Appendix P). Four issues were published--in February, March, April and May. A variety of topics were addressed in the newsletter. Each month a calendar of the activities during the month was included, as well as a menu of the hot lunch meals during the month. The first two editions included quizzes on IGE terms, names and responsibilities of school staff members, and the instructional program. Two editions included suggestions to parents on how they could become involved in supplementing the reading and mathematics programs of their children at home. Several articles were devoted to an explanation of new instructional programs at the school, such as a drownproofing program and a three-day field trip to a game farm. Two articles were devoted to an explanation of the question-and-answer coffees and invited those interested in attending or hosting one to contact the school. Achievements of students were recognized in each issue. An explanation of the new conference procedures was included in one edition. Contributions of time and money to the school were acknowledged regularly. PTA expenditures were listed. One article requested volunteers to donate slides, hobbies, and/or experiences to supplement the social studies instruction of students; the social studies units of study were listed. A report was made on the change in the heating policy of the school, along with a request that parents dress their children warmly. Several editions featured the work of students.

The project coordinator assumed total responsibility for planning, organizing, and coordinating the efforts associated with the newsletters. One was sent to each family through the oldest student in the family. Copies were also sent to district administrators.

IIC focus on school-community relations. The project coordinator established a regular item on the IIC agenda for school-community relations. The objectives of the IIC emphasis on school-community relations were to increase communication between the school and the community, to provide input from the interviews for decisions which were being made, and to resolve existing and potential conflict. The IIC time was normally utilized for stimulating, planning, or reporting on school-community relations activities. Among the IIC agenda items were the innovations related to reporting pupil progress, the Christmas sing, the spring sing, the question-and-answer coffees, the school-community relations course, and student PTA presentations.

File of families. Several times early in the fall, a list of families in the school was needed to assure communication with each family, but such a list did not exist. Although the principal's secretary was knowledgeable about parents and siblings in the school, she was not familiar with all of the families. During September, therefore, the project coordinator prepared a file of families in the school. Included in the file were the name of the family, their address, their telephone number, each student from the family in the school, and the homeroom teacher of each student. This file was made available to the entire staff of the school.

Notices sent home with oldest children. The policy of the school had been to send all written notices home with the youngest child in the family. Throughout the interviews in the school community, parents mentioned that they did not understand the policy and wished notices could be sent home with the oldest child in the family. The project coordinator established such a policy.

Utilizing the file of families in the school, the project coordinator planned and developed a master list of the homeroom assignment of the oldest child in each family. It was hoped that this list would solve the concerns which had surfaced during the interviews and would provide improved communication with the homes.

School-community relations presentations. During the final four months of the project, the project coordinator was asked by parents and staff members in the school and in other schools in the district to make presentations on the project and/or on school-community relations generally. The project coordinator made a total of five presentations. In January she presented a summary of the project to the local chapter of Delta Kappa Gamma. The project coordinator spoke in February at a PTA meeting in another school in the district on IGE generally. Later in the month she made a report of the project and a presentation of the school-community relations framework at an inservice session of the westside Systemwide Program Committee (SPC) in the district. In April the project coordinator reported on the school-community relations project at a PTA meeting at the school in which she had been located. At the request of one of the people attending the SPC inservice session, she also made a presentation at a meeting of one of the regional IGE councils to which the district belonged.

In making these presentations, the project coordinator attempted to raise the awareness of the school, district, and surrounding areas to the components of a school-community relations program. She also intended to increase the visibility of the many accomplishments of the staff members of the school. She was hopeful that this publicity would encourage the staff to continue their efforts.

Task forces. During the year in which the project was being implemented, the project coordinator worked with three citizen task forces in the district. One task force was responsible for designing an instrument to survey the feelings of citizens in the community about the existing educational program of the schools, as well as their opinion of an ideal educational program. The project coordinator helped design the survey.

The project coordinator also worked with a task force which was revising the existing elementary report card. The task force was interested in obtaining citizen input into the format of the new report card. The project coordinator helped design the citizen questionnaire.

The third task force was studying the implementation of IGE in the district. One parent on the task force occasionally asked the project coordinator for information about IGE and how it should be evaluated. In addition to answering the questions of this citizen, the project coordinator attended several meetings of the task force.

In working with the various task forces, the project coordinator was attempting to gain a broader perspective of school-community relations in the district, as well as to obtain information which would help her coordinate her efforts at the school with the direction of the task forces.

Summary

The initial assessment of the school-community relations at the selected school indicated little planned use of involvement, participation, or resolution and did not identify any use of analysis. Since all five interaction processes are essential for an effective program of school-community relations, a plan for incorporating all of the processes had to be developed. Activities which would introduce and refine the interaction processes were chosen. A summary of the selected activities is presented in Table 20.

As the table indicates, four activities were directed at analyzing the problems which existed in the school community and the individuals or groups associated with the problems. These activities included

TABLE 20

INTERACTION PROCESSES UTILIZED IN NEW SCHOOL-COMMUNITY RELATIONS ACTIVITIES

ACTIVITY	INTERACTION PROCESSES				
	ANALYSIS	COMMUNICATION	INVOLVEMENT	PARTICIPATION	RESOLUTION
Innovations in Reporting Pupil Progress	X	X		X	X
School-Community Relations Course	X	X		X	X
Question-and-Answer Coffees	X	X			X
Make-and-Take			X		
Class Newsletters		X			
Home Visits		X			X
Notices		X			
Student Picture Survey	X			X	X
Christmas Sing Changes		X		X	X
Student PTA Presentations		X		X	X
School Newsletter		X	X		X

TABLE 20 (Continued)

ACTIVITY	INTERACTION PROCESSES				
	ANALYSIS	COMMUNICATION	INVOLVEMENT	PARTICIPATION	RESOLUTION
IIC Focus on School-Community Relations		X		X	X
List of Families		X			
Notices Sent with Oldest Child		X			X
School-Community Relations Presentations		X			
School-Community Relations Task Forces		X			

the following: two innovations in reporting pupil progress, the preconference inventory used in Unit C and the conference surveys used in Units C and D; the assignment in the graduate course of conducting a depth interview; the question-and-answer coffees; and the PTA survey regarding student pictures.

Involvement of parents was the objective of two activities: the instructional game make-and-take and the school newsletter. The make-and-take involved Title I parents in making games to play at home with their children. The school newsletter encouraged parents to become involved at school as social studies resource people.

Parental participation in decision making was encouraged in Unit C through providing an opportunity for parents to contribute to the agenda for parent-teacher conferences. The graduate course encouraged students to solicit parental participation in decision making. The IIC focus on school-community relations emphasized consideration of the opinions of parents when making decisions that affect the instructional program and school policy. Parents actually had an opportunity to participate in decision making related to the Christmas sing, student PTA presentations, and student pictures. Decisions related to these activities resulted from suggestions made to the project coordinator during community interviews and from survey data.

A limited amount of conflict related to reporting pupil progress, a lack of information, the Christmas sing, and PTA was identified through the needs assessment. Activities were implemented to solve these problems. Among the activities directed at improving pupil progress reporting were the commendation forms and telephone calls in Units A and B, the parent-teacher conference innovations in Unit C, the potluck in Unit E, and the home visits. The activities which were implemented to resolve conflict developing from the lack of information included the question-and-answer coffees, the school newsletter, and notices sent home with the oldest child in each family. Reducing the conflict associated with the Christmas sing involved the introduction of three changes: discontinuing teacher performances, using risers, and having students present in the room only during their performance. Activities which were directed at solving problems related to PTA programs included the spring choir presentation and the square dance. The objective of the student picture survey was to resolve potential conflict which could develop from photography arrangements. Finally, the necessity of resolving actual and potential conflict was emphasized in the graduate course and the IIC focus on school-community relations. IIC agenda items emphasized problem areas. An assignment in the course required students to plan and implement a solution to a school-community relations problem.

Although the initial needs assessment revealed the frequent use of communication between the school and the homes, most of the communication was one-way. The refinement of one-way communication skills and the introduction of two-way communication skills was the focus of many activities which were implemented. Among the activities in which two-way communication was encouraged were parent-teacher conferences, question-and-answer coffees, home visits, school-community relations presentations by the project coordinator, and task force participation by the project coordinator. Through IIC discussions and the graduate course, the necessity of two-way communication and improved one-way communication was stressed. Two activities resulted from good communication between the school and community: the Christmas sing changes and the student PTA presentations. One-way communication skills were refined in the course, class and school newsletters, and notices. Improved communication with the families in the school was the objective of sending notices home with the oldest child and developing the list of families in the school.

The roles and responsibilities associated with implementing the new school-community relations activities are summarized in Table 21. It is possible to examine the table in terms of the responsibilities involved with each activity as well as the individuals or groups associated with each control function. In discussing the table, both of these approaches will be used.

Major responsibility for the innovations in reporting pupil progress was divided between the unit leaders and the project coordinator. The unit leaders were primarily responsible for planning, organizing, and coordinating the activities in the units. The project coordinator assumed responsibility for the same functions from a schoolwide perspective. The project coordinator shared the responsibility for the school-community relations graduate course with the university professors. The question-and-answer coffees were planned, organized, coordinated, and evaluated by two unit leaders and the project coordinator.

TABLE 21

ROLES AND RESPONSIBILITIES IN IMPLEMENTING SCHOOL-COMMUNITY RELATIONS ACTIVITIES

ACTIVITY	CONTROL FUNCTIONS				
	PLAN	ORGANIZE	STIMULATE	COORDINATE	EVALUATE
Innovations in Reporting Pupil Progress	U.L.-u P.C.-s	U.L.-u P.C.-s	U.L.-u P.C.-s	U.L.-u P.C.-s	U.L.-u P.C.-s
School-Community Relations Course	U.P. P.C.	P.C.	P.C.	P.C.	U.P. P.C.
Question-and-Answer Coffees	U.L. (B,C) P.C.	U.L. (B,C) P.C.	U.L. (B) P.C.	P.C.	P.C. U.L. (B,C)
Make-and-Take	T.	T.	P.C.	T.	T. P.C.
Class Newsletters	T.	T.	P.C.	T.	P.C.
Home Visits	T.	T.	C.A. P.C.		T. P.C.

TABLE 21 (Continued)

ACTIVITY	CONTROL FUNCTIONS				
	PLAN	ORGANIZE	STIMULATE	COORDINATE	EVALUATE
Notices	T. P. P.C.		P.C.		
Student Picture Survey	I.A. P.C.	I.A.	PTA	I.A.	I.A.
Christmas Sing	IIC M.C.	IIC M.C.	P. P.C.	M.C.	P.C.
Student PTA Presentations	IIC M.C. U.L. (D)	M.C. U.L. (D) T.	P.C.	M.C. U.L. (D)	
Schoolwide Spring Sing			P.C.		
School Newsletter	P.C.	P.C.		P.C.	P.C.

TABLE 21 (Continued)

ACTIVITY	CONTROL FUNCTIONS				
	PLAN	ORGANIZE	STIMULATE	COORDINATE	EVALUATE
IIC Focus on School-Community Relations	P. P.C.	P. P.C.	P. P.C.	P.C.	P.C.
List of Families	P.C.	P.C.		P.C.	
Notices - Oldest Child	P.C.		P.C.		P.C.
School-Community Relations Presentations	P.C.	P.C.	T. P. PTA Others	P.C.	P.C.
School-Community Task Forces	Others	Others	Others	P.C.	P.C.

Key:
U.L. = Unit Leader
P. = Principal
T. = Teacher
U.P. = University Professor
I.A. = Instructional Aide
IIC = Instructional Improvement Committee
PTA = Parent-Teacher Association
M.C. = Music Consultant
C.A. = Course Assistant
P.C. = Project Coordinator
s = Schoolwide
u = in the unit

Stimulation to participate in the coffees primarily evolved from the project coordinator. The make-and-take was largely teacher planned, organized, coordinated, and evaluated. The only responsibility of the project coordinator was to stimulate the teachers to try the new activity. Class newsletters and home visits also involved a great deal of teacher planning and organization. Improvement of skills in writing notices was a joint responsibility of staff members and the project coordinator. The instructional aide completed most of the planning, organizing, and coordinating for the picture survey. The music consultant and IIC assumed most of the responsibility for implementing the Christmas sing changes, with stimulation from the principal and the project coordinator. Student PTA programs were planned, organized, and coordinated largely by the IIC, the music consultant, and the unit leaders. The project coordinator stimulated these individuals or groups to consider more student-oriented programs. The project coordinator assumed almost total responsibility for the school newsletter, the IIC focus on school-community relations, the list of families, the policy of sending notices home with the oldest child, school-community relations presentations, and task force coordination with school efforts.

An examination of Table 21 in terms of each control function and the individual or group which had major responsibility for that function reveals that the unit leaders and project coordinator were the most involved in unit activities; teachers and the project coordinator were most involved in individual activities. Planning, organizing, coordinating, and evaluating unit activities was primarily the responsibility of the unit leader and the project coordinator. Planning, organizing, coordinating, and evaluating individual activities was frequently the responsibility of the teacher and the project coordinator. The stimulation of others to become involved with new activities was primarily done by the project coordinator; stimulation to try new activities was one of her major tasks in the school. The project coordinator assumed almost total responsibility for the activities she implemented.

It is evident that the school staff members and the project coordinator were involved in implementing a number of activities which were part of the total school-community relations program at the school. The outcomes of the activities must be considered next. Chapter V presents an evaluation of the school-community relations activities which were discussed in this chapter, along with an evaluation of the total school-community relations project. Implications of the evaluation results for future school-community relations plans in the school, as well as the school-community relations interaction model and research, are also included in Chapter V.

CHAPTER V

EVALUATION RESULTS AND IMPLICATIONS

The final phase in the implementation of the model was an evaluation of the individual school-community relations activities, as well as an evaluation of the total school-community relations program. Both evaluations were necessary to determine whether the intended objectives and goals were met and whether the correct procedures were utilized to meet the objectives. Future plans for the school and suggestions for future research were made on the basis of the evaluation findings.

Evaluation of Activities

Four types of activities were implemented as a result of the findings of the needs assessment. These included a schoolwide emphasis on pupil progress reporting, a graduate course on school-community relations, activities initiated by individual staff members, and activities for which the project coordinator was completely responsible. On the following pages a section is devoted to the evaluation of each of these activities.

Pupil Progress Reporting

Both formal and informal data exist on the activities which were undertaken as a result of the schoolwide focus on pupil progress reporting. Informal evaluation data on the use of the commendation forms in Units A and B are reported. The feelings of parents about the new conference procedures in Unit C were formally evaluated using a questionnaire. The results of the questionnaire follow. In Unit D, a survey was conducted, the results of which are reported on the following pages. The results of the evaluation of the family potluck in Unit E are also reported.

Commendation forms. The objectives of the use of the commendation forms were twofold: to provide reinforcement to the students for having met specific academic goals and to provide feedback to parents throughout the marking period on the accomplishments of their children. The reactions of students and parents to the use of the sheets indicated that the objectives were met. First, informal feedback from parents at the question-and-answer coffees revealed that both parents and children were delighted with the new approach. Several parents of students in classes which had not participated in the activity inquired about why their children were not involved. As mentioned in Chapter IV, two teachers joined the original three in using commendation forms after seeing and hearing about the positive results being obtained. Additional goals were set when students attained all of the original goals and were eager to continue. These evaluation results and informal observations indicated that the commendation forms were very successful in meeting the objectives for which they were designed.

New conference procedures. The parents of students in Unit C were asked to complete a questionnaire at the conclusion of the conference to indicate their reactions to the new procedures. The results of the survey are reported in Table 22.

An examination of the responses to the questions reveals that parents were generally satisfied with the frequency of conferences, the new procedures utilized, and the results of conferences. They had only a few suggestions of how to improve parent-teacher conferences in the future.

Informal observations by the unit leader in Unit C supported the responses to the survey. Parents commented to him that they felt relaxed and liked the opportunity to see more than one teacher. He did feel that in the future the preconference inventory should more clearly direct parents to specify with which teachers they would like to confer.

Conference survey. During parent-teacher conferences, the parents of students in Unit D completed a survey to determine their feelings about the frequency and format of conferences. The survey results are presented in Table 23.

The responses to this questionnaire were similar to those on the Unit C questionnaire. Most parents of students in Unit D were pleased with the frequency and content of parent-teacher conferences. Their major suggestion for improving conferences was to base their frequency on the needs of the students. They preferred to have more conferences if a student were having difficulty and fewer if the student were doing well. They also expressed a desire to meet with more than their child's homeroom teacher and to have a standard format which all teachers would follow during the conference.

TABLE 22

UNIT C - CONFERENCE SURVEY RESULTS

	QUESTION	YES	NO
1.	Are conferences held often enough?	54	5
2.	Are conferences held too often?	1	56
3.	Did you like the way conferences were conducted this time?	57	1
4.	Was the chance to meet with more than one teacher helpful?	50	1
5.	Did you have any difficulty filling out the questionnaire which came home before the conferences?	6	50
6.	Were you satisfied with your conference time?	58	1
7.	Did you feel comfortable and relaxed at the conference?[1]	56	2
8.	Were you able to give your point of view and ask questions at the conference?	59	0
9.	Did you learn a little more about your child and his/her experiences at _______ School?[2]	54	3
10.	Do conferences result in better performance and learning by your child?	49	3

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[1] In answer to this question, 1 added "sometimes."

[2] In answer to this question, 1 added "sometimes."

TABLE 22 (Continued)

QUESTION	YES	NO
11. Would you appreciate being called by your child's teacher between conferences?[3]	51	2
12. Would you call your child's teacher to set up a conference if you thought it was necessary?[4]	57	1
13. Do you feel your conference was worthwhile?	58	1

* * * * * * * *

14. What changes would you like to see in conferences in the future?

"More evening hours for working people."

"Too short." (mentioned twice)

"If teachers are having a problem, have them call the parents and discuss it with them."

"If a child is having problems, set up a conference; if not, don't have a conference."

"Keep up conferences; it's nice to know how children are doing."

"They're very helpful the way they are now."

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[3] In answer to this question, 8 added "if needed;" 5 added "if problems arise;" 1 added "if necessary about change in work."

[4] In answer to this question, 1 added "if needed."

TABLE 22 (Continued)

QUESTION

14. What changes would you like to see in conferences in the future? (Continued)

"I had the impression that we would always have a conference with the homeroom teacher so I did not check that particular teacher. I think it should be better explained on the sheet you first sent home."

"I like knowing how my child is doing according to his ability, not according to how the class is doing."

"So far they are just fine."

"I would like to see a conference after the second period to make sure my child is progressing as he needs to be. The third quarter is too late to correct problems long established."

"I like this procedure. I can't think of anything to improve it."

"I didn't learn anything more than I already knew."

"I like this just the way it is."

"Adjustable times because some parents require more conference time."

TABLE 23

UNIT D - CONFERENCE SURVEY RESULTS

QUESTION	YES	NO
1. Are conferences held often enough?[1]	78	3
2. Are conferences held too often?	5	75
3. Do conferences usually give you the information you want?[2]	77	1
4. Would you like to see some changes in the conferences?[3]	12	66
5. Do you feel comfortable and relaxed in the conferences?[4]	80	0
6. Are you able to give your point of view and impressions at a conference?[5]	79	0
7. Do conferences result in better performance and learning by your child?[6]	66	4
8. Would you be willing to discuss the above questions?	76	3

[1] For this question, the following comments were added: "unless more are warranted," "unless problems arise."

[2] For this question, the following comments were added: "some do," "mostly."

[3] For this question, the following comment was added: "maybe more time."

[4] For this question, the following comment was added: "sometimes."

[5] For this question, the following comments were added: "sometimes," "some of them."

[6] For this question, the following comments were added: "don't know" (mentioned 4 times), "somewhat," "for a few days," "helps parents - maybe the child," "when there is cooperation between parent and teacer," "after I find out a problem, I can help him improve."

TABLE 23 (Continued)

COMMENTS
"They are informative to parents."
"Stay as is."
"I think it's a good idea!"
"I feel conferences are a good time for the parents and teachers to compare his individual ability and faults. For some it's the only time they visit the school."
"If the child is doing fairly well then the conferences are held often enough. But if there are problems, then there should be conferences more often." (mentioned twice)
"Having conferences more often would be better if time allowed."
"Set up guidelines for all teachers to follow so that you always get the information wanted and have a chance to communicate both ways."
"Need to be better informed on inner workings of classroom to discuss the questions."
"Would like to speak to other teachers that teach your child."
"Should be more than 2 a year, according to the needs of the child."
"Teachers should talk about the child, not other unrelated things."
"Call in-between if there is trouble."
"Don't have conferences if there is no need."

TABLE 23 (Continued)

COMMENTS
"If they have different teachers for other subjects, I would like to see them."
"I prefer a conference in the fall and then as needed for the child."
"If a child needs the extra conferences, it should be given so the parents know where the boy or girl is and doing."
"Longer, at times, when needed. Teachers and parents should feel more free about calling conferences at any time felt necessary."
"Conferences cover most of the basic information of the work and fun that my children do in school."
"I think the last conference should be held earlier in either February or the first part of March so we have more time to help children improve before the end of the year."
"I feel they are fine; some more time would be nice to get to know the teacher better - 1/2 hour."
"I think conferences should only be held when the student is doing poorly."
"Phone conferences for second conference; no conference if not needed."
"Yes, I would be willing to discuss the above questions. However, it all really boils down to communication and cooperation as far as conferences are concerned."

The use of the survey in Unit D helped convince the teachers in the unit of the necessity of changing several of their conference procedures. Less than 24 hours after the results had been compiled, the unit leader approached the project coordinator to report that his teachers were interested in developing a conference guide. The guide would include topics within each academic area and in the affective domain which the teachers should discuss during conferences. While talking with the unit leader, the project coordinator suggested that he look at report cards from other districts to obtain possible subcategories, and she offered her collection of report cards. The unit leader had already begun making a list based on a report card formerly used in the district and welcomed the additional report cards. It was therefore evident that the conference survey in Unit D provided not only suggestions for future changes in parent-teacher conferences but also the motivation for the teachers to make these modifications.

Family potluck. Of the 90 families in Unit E, 48 attended the potluck; total attendance was approximately 260 people. Evaluation forms were distributed after the program and collected as the families left the building. Forty-four of the 48 questionnaires were returned, which indicated the willingness of the parents to provide information for future decision making regarding potlucks. The responses to the questionnaire are reported in Table 24. Everyone found the potluck worthwhile, informative, and enjoyable. They particularly appreciated the food, fellowship, and program. They did suggest that more room be provided in the future, but they had no other major suggestions for improving the potluck. Many parents thanked the staff for their efforts

TABLE 24

UNIT E POTLUCK EVALUATION

1. Do you think the potluck was worthwhile? 44 Yes 0 No

2. Did you learn anything about what your sixth-grade child(ren) has been studying?
44 Yes 0 No

3. Did you appreciate the opportunity to learn about what the sixth graders have been studying?
44 Yes 0 No

4. What did you like best about the potluck?

"the food" (mentioned 17 times)
"the variety of food" (mentioned 4 times)
"seeing the program" (mentioned 9 times)
"getting together to see what our kids can do"
"The potluck would be worthless without some activity following it."
"I believe the program was very different - better than the normal potluck entertaining."
"the chance to meet some of the parents of my child's friends" (mentioned 6 times)
"fellowship" (mentioned 6 times)
"getting to know different people"
"singing"
"very orderly"
"the way we drew names for each table to go up [to get food]"
"the good turnout" (mentioned 3 times)

5. What suggestions do you have for improving the potluck?

"put articles for sale in hallway so more room for chairs in room"
"more room - bigger place to eat, more tables" (mentioned 12 times)

TABLE 24 (Continued)

"It needs to be divided into two sessions. There were too many people for one group." (mentioned 3 times)
"One family should bring either a hot dish or dessert or salad, not both." (mentioned 2 times)
"more time to meet people/parents/students/teachers"
"one long table of food in the hallway"
"I would like to see more of the children getting into a program of sorts."
"more coffee"
"double serving lines, on both sides"
"a prayer before we eat"

6. Would you attend a similar potluck in the future? 44 Yes 0 No

Comments:

"I think it is great for the children and parents to share their learning. The idea of gathering is great."
"It should be tried again."
"happy we attended"
"thought it was great - got to see a variety of things the students do"
"I appreciate the hard work of the young people."
"Your program was great."
"It was a good idea for the potluck because the sixth graders will be leaving for a new school next year. It will give them some wonderful memories.
"very nice program; liked the things for sale"
"good program and a big thank you to all the teachers and parents who made it possible"
"glad the entire family was included - really a good experience"
"very nice - well arranged"
"very well set up and delicious food"

TABLE 24 (Continued)

"program length was about right"
"no more than one a year"
"It was terrific."
"I enjoyed the evening. Teachers are to be commended for the extra effort to make this possible. I think _______ is a great school. You do so many interesting things kids will remember."
"We needed this for years!"
"good program; enthusiasm of kids; very well organized; nice evening"
"very worthwhile - thank you"

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and expressed the hope that there would be future potlucks.

In summary, the parents and students responded favorably to the schoolwide focus on pupil progress reporting. The innovations that were implemented were well-received. Both parents and students appreciated the commendation forms awarded in Units A and B. The conference modifications in Unit C were welcomed by the parents. The use of the conference survey in Unit D resulted in plans being made for future improvements in parent-teacher conferences. The potluck in Unit E accomplished its objective of informing parents about the instructional program of their children.

School-Community Relations Graduate Course

The results of the graduate course on school-community relations were not formally evaluated. Several observations may, however, be made about the course and its success in developing knowledge and skills related to school-community relations.

Formal and informal observations indicated that the course succeeded in developing knowledge and skills related to school-community relations. One indication of the success of the course in developing these skills and knowledge was the completion of the course assignments. The three assignments required an application of the information presented in lectures and discussions. The successful completion of all three of these tasks by the students indicated their understanding of the concepts.

Further evidence of the success of the course in developing school-community relations skills and knowledge was the application of the content of the course by the students when opportunities arose in day-to-day situations. Their successful application of conference techniques, home visit suggestions, and written communication skills provided evidence of their grasp of the information presented in the course.

Several observations about the students in the course and their interest and motivation to become involved in school-community relations activities may also be made. Whether the course was responsible for creating this motivation or whether the better-motivated staff members were attracted to the course is questionable. There were, however, several indications of the higher level of motivation of students than nonstudents. A brief description of these observations follows.

As reported in Chapter IV, Units A and B had selected commendation forms as their contribution to the schoolwide focus on pupil progress reporting. Four of the eleven teachers in these units had selected the planning and implementation of the forms as their project for the first assignment in the course. By the end of March, all four teachers in the course were awarding forms; only one teacher not enrolled in the course was involved in this activity. A similar distinction between the students and nonstudents was noticed in Unit C. For their solution to the need to improve pupil progress reporting, the Unit C teachers had selected several innovations related to parent-teacher conferences. Most of the work involved in planning, coordinating, and evaluating these innovations was assumed by the three teachers in the unit who were also students in the class. The other three teachers in the unit were involved only in implementing the plans.

In contrast to the dedication with which Units A, B, and C fulfilled their obligations related to the schoolwide focus on pupil progress reporting were Units D and E. Neither unit was represented among the students in the graduate school-community relations course, and neither unit fulfilled its original obligation in terms of pupil progress reporting. Unit D did implement the parent survey, although the unit leader assumed most of the responsibility for planning and coordinating the task. Unit E became involved in a potluck after the project coordinator assumed primary responsibility for the initial planning and coordination of the event.

A second area in which the discrepancy in levels of motivation between students and nonstudents appeared was in trying new school-community relations activities. Students in the class were more involved in trying new ideas. The majority of teachers who approached the project coordinator about school-community relations innovations were enrolled in the course.

Therefore, it appears that the graduate course had a positive effect on developing knowledge and skills related to school-community relations. Although no conclusions can be reached about the role of the course in increasing the level of motivation of the students, it is apparent that students were more motivated to become involved in the pupil progress reporting focus and in individual school-community relations activities than the staff not enrolled in the course.

Individual Activities

A number of individual staff members took the initiative in implementing various new school-community relations activities. Both formal and informal evaluation data exist for these activities.

Question-and-answer coffees. The reactions of the citizens who attended the coffees to this newly implemented technique for answering questions were evaluated. At the conclusion of each coffee, the project coordinator distributed a short questionnaire which asked the respondents to react to the coffees. Because of the emphasis on parent-teacher conferences in the building, one question on the content of conferences was also included. Five question-and-answer coffees were held. The results of the evaluation of each of the coffees and a list of questions asked at each coffee are presented in Tables 25 through 34.

The questionnaire responses indicated that those in attendance at the coffees reacted favorably to this innovation. Respondents reported feeling relaxed about asking questions which they had no other opportunity to ask. They also appreciated hearing the opinions of others. Several commented that it was a good opportunity to meet new people. Everyone appreciated having the principal and, when possible, a unit leader there. The most frequent suggestion for improving the coffees was having more time. Several at the first coffee also suggested limiting the agenda.

As a result of the suggestions made at the first coffee, several alterations were made in the later coffees. First, the size of the

TABLE 25

QUESTION-AND-ANSWER COFFEE #1 - EVALUATION

Date: January 18, 1977

Number present: 17 parents (16 mothers, 1 father), 1 unit leader, the principal, and the project coordinator

1. Do you think this question-and-answer coffee was worthwhile? 17 Yes 0 No

2. Was it helpful having both the unit leader and the principal there? 17 Yes 0 No

3. What did you like best about the coffee?

   "the freedom to speak what you feel"
   "the opportunity to discuss things that you couldn't otherwise"
   "the openness of the people involved"
   "candor"
   "relaxed mood to express opinions"

4. How could it have been improved?

   "a little more time for different topics"
   "too many subjects"
   "set up discussion on certain topics"
   "more parents present"
   "have an outline to follow"

5. Would you be in favor of having more question-and-answer coffees? 17 Yes 0 No

TABLE 25 (Continued)

6. What types of questions would you like answered at conferences?

"how to help kids that are slow"
"what our child is achieving"
"what our child is presently involved in"
"what level the child is working at" (mentioned frequently)
"does the child work up to his ability and to what his tests show"
"report cards"
"closer evaluation of students"
"feelings of the child"
"learning levels"
"whatever the parents have on their mind"
"areas my child could improve in"

TABLE 26

QUESTION-AND-ANSWER COFFEE #2 - EVALUATION

Date: February 1, 1977

Number present: 6 adults (5 mothers, 1 grandmother), 1 unit leader, the principal, and the project coordinator

1. Do you think this question-and-answer coffee was worthwhile? 6 Yes 0 No
2. Was it helpful having both the unit leader and the principal there? 6 Yes 0 No
3. What did you like best about the coffee?

   "I felt more like talking"
   "talking to more people and not just one"
   "openness of both parents and guests"
   "inform. confrontation"
   "gave me a chance to ask questions"
   "I think parents could really talk"

4. How could it have been improved?

   "I enjoyed it just as it was"
   "longer time"

5. Would you be in favor of having more question-and-answer coffees? 5 Yes 1 No
6. What types of questions would you like answered at conferences?

   "how they are doing in subjects"
   "how they are getting along with teachers and children"
   "if they need help or improvement, in what"

TABLE 27

QUESTION-AND-ANSWER COFFEE #3 - EVALUATION

Date: March 7, 1977

Number present: 7 parents, the principal, and the project coordinator

1. Do you think this question-and-answer coffee was worthwhile? 6 Yes 0 No
2. Was it helpful having the principal there? 4 Yes 0 No
3. What did you like best about the coffee?

    "giving of your opinions and getting someone else's"
    "very informal"
    "chance to listen to others' opinions"
    "openness"
    "chance to ask questions in small group"
    "chance to learn what's going on"

4. How could it have been improved?

    "more time"

5. Would you be in favor of having more question-and-answer coffees? 6 Yes 0 No
6. What types of questions would you like answered at conferences?

    "child's attitude toward class and work"
    "behavior and behavior problems"
    "type of work class is doing"
    "type of work child is doing"
    "working up to ability"

TABLE 28

QUESTION-AND-ANSWER COFFEE #4 - EVALUATION

Date: March 25, 1977

Number present: 6 parents (mothers), the principal, and the project coordinator

1. Do you think this question-and-answer coffee was worthwhile? 6 Yes 0 No
2. Was it helpful having the principal there? 6 Yes 0 No
3. What did you like best about the coffee?

    "meeting new people and talking about school"
    "friendship and open communication"
    "getting down to questions you wouldn't of asked"
    "being able to talk about problems of school"

4. How could it have been improved?

    "no way"

5. Would you be in favor of having more question-and-answer coffees? 5 Yes 0 No
6. What types of questions would you like answered at conferences?

    "I am very happy with the conferences as they are" (mentioned 3 times)
    "progress"
    "how does she fare among her classmates"
    "need any help"

TABLE 29

QUESTION AND ANSWER COFFEE #5 - EVALUATION

Date: May 4, 1977

Number present: 4 mothers, 2 fathers, 1 unit leader, the principal, and the project coordinator

1. Do you think this question-and-answer coffee was worthwhile? 3 Yes 0 No

2. Was it helpful having both the unit leader and the principal there? 3 Yes 0 No

3. What did you like best about the coffee?

   "It was very comfortable and you could easily say your views on the school and your child."
   "Everything I had questions about I was able to ask and if I forgot something someone else brought it up."

4. How could it have been improved?

   [no suggestions]

5. Would you be in favor of having more question-and-answer coffees? 3 Yes 0 No

6. What types of questions would you like answered at conferences?

   "If my child is applying himself to his work the way the teacher thinks he should."
   "Any problems the teacher may be having with my child."

TABLE 30

QUESTIONS ASKED AT QUESTION-AND-ANSWER COFFEE #1

1. What could parents do when they feel that problems with a child and school lie with the teacher? Can a child be moved?

2. How is the students' attention in the double classroom?

3. Why can't there be a schoolwide discipline expectation? Why do expectations have to vary from teacher to teacher?

4. What effects has the Karges study had? Has the study found what it expected to find? What is the role of Mrs. Karges? Who pays her?

5. Why can't the report cards tell parents how the child is really doing? How can the report cards and conferences tell that a child is doing a good job when he's below level?

6. What about the transition between _______ and junior and senior high school? At _______ the students are ability-grouped, but not in the junior high.

7. Why aren't students retained?

8. How can parents find out if teachers are teaching what they should be teaching? Is one teacher teaching different skills for a grade level than another teacher?

9. Can parents change curriculum? How?

10. Are teachers evaluated? By whom? Is this a part of negotiations?

11. Is a child in second grade able to judge different approaches to a topic? For example, is a second grader able to know that evolution is just one explanation to creation? If his/her teacher presents evolution as a fact, will the child fully believe it? What if it doesn't agree with the parents' beliefs?

TABLE 31

QUESTIONS ASKED AT QUESTION-AND-ANSWER COFFEE #2

1. How will you raise $1600 for the Poynette trip?
2. What will the students be learning at Poynette?
3. Why do teachers make fun of students who can't ride the bus?
4. Is there a discipline problem in the double classrooms?
5. Do students have different teachers for different subjects?
6. What's to prevent teachers from disciplining students?
7. Why don't the students come in the front doors?
8. Why can't the Safety Patrol stop traffic?
9. Why can't we have an adult crossing guard?
10. Why are hot lunches cold?
11. Why isn't the hot lunch what the menu says?
12. Why do the hot lunch eaters have to eat at least two bites of their lunch before throwing it away?
13. Why don't cold lunch eaters eat in their rooms?

TABLE 32

QUESTIONS ASKED AT QUESTION-AND-ANSWER COFFEE #3

1. Why doesn't the PTA set money-making goals rather than simply raising more money? Why don't parents decide on something big for the school rather than just getting the things teachers ask for?
2. What is the purpose of the PTA? What are its goals and objectives?
3. Why can't you stagger the lunch hour?
4. Has the sex education program been implemented?
5. Will students get the same teacher three years in a row?
6. Do the students have to go on the Poynette trip?
7. Do teachers get paid for noon hour supervision?
8. Can more students eat lunch in their rooms?
9. What hours do teachers have to work?
10. Why weren't there more teachers at the PTA square dance?
11. Have you considered having grade-level potluck suppers?
12. How can we find out what our child is studying in school?

TABLE 33

QUESTIONS ASKED AT QUESTION-AND-ANSWER COFFEE #4

1. Is the enrollment at _______ School increasing? Is _______ still the largest school in the district? Which classes are the largest? How was the kindergarten registration this year?

2. What do you think of the reporting system?

3. What do you think of beginning reading in kindergarten?

4. What is the discipline procedure at the school?

5. Could some mothers volunteer on picture day to make sure children look good for their pictures (hair, etc.)?

6. What can be done about the children walking in the street by the Methodist Church? What is the possibility of having flashing yellow lights installed by the school?

7. Are all the second-grade teachers rewarding their students for learning to spell the days of the week and months of the year?

8. Is there vision testing in the school?

9. Why can't the students use the front doors of the school?

10. What is Mrs. Karges' position and title?

TABLE 34

QUESTIONS ASKED AT QUESTION-AND-ANSWER COFFEE #5

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1. Will there be a Poynette trip next year?

2. Will there be new report cards next year? Will they have A, B, C? Will the students be graded on a curve?

3. Will the second graders who were in a double room last year and this year be in a double room next year?

4. Will the students who have had the same teacher for two years have a different teacher next year?

5. Do the students in Unit C switch teachers a lot?

6. When will the kindergarten test scores be available?

7. When will the standardized test scores be available?

8. Are the standardized test scores used much for junior high school placement?

9. Are the students tracked in junior high school?

10. Do you need an appointment to read your child's permanent record?

11. Why were the junior high school girls who caused the trouble at school several weeks ago in the building this morning?

12. Can you enforce a dress code and discipline code?

TABLE 34 (Continued)

13. [Mr. _____], are you the teacher who lines up the children? Are you the one who holds up the paper?

14. Did parent-teacher conferences with more than one teacher work well?

15. Is the junior high school as bad as we hear? Is it any worse than the other junior high schools?

16. Did someone hold parent-teacher conferences in the homes this time? All of their conferences or just a few of them?

17. What did the question on the questionnaire about parent participation in decision making mean? How can a parent participate in decision making?

18. Who will do "_______'s Link" next year?

group in attendance was reduced. In talking with the hostess, the project coordinator recommended that she limit the group to between six and ten people so more of their questions could be addressed. The reduction in the size of the coffees succeeded in allowing more people to receive answers to their questions. There were fewer complaints on the questionnaire about the lack of time at the second, third, and fourth coffees than at the first.

Another change in the coffees which resulted from suggestions at the first one was focusing questions on one subject. At the third coffee, an attempt was made to concentrate the initial questions on the lunchroom situation. When no additional questions on this subject remained, questions on any school-related topic were asked. Limiting the questions to one topic was somewhat stifling. Questions flowed less freely than when the topic was unspecified. For the fourth coffee, therefore, the original procedure of not limiting the questions was utilized. Once again numerous questions were asked.

Of the questions asked at the question-and-answer coffees, a number were directed at a lack of information about the school curriculum. Parents questioned the consistency among teachers in terms of curriculum, the opportunities for parents to become involved in curriculum development, and the content of various curriculum areas. Discipline was also a major concern expressed at the coffees. Citizens asked about the consistency of teachers in behavioral expectations, the discipline situation in the double classrooms, and the procedures for misbehavior. The other major categories of questions included the lunchroom situation, the traffic hazards near the school, and the report cards.

Make-and-take. The instructional game make-and-take was not formally evaluated. Informal observations do indicate that this new idea was well-received.

First, attendance at the workshop was good. Twenty-seven out of ninety parents participated. The comments of students following the workshop also indicated positive results. Many students commented the next day that they had played a game which their parents had made for them. The children enjoyed the extra attention from their parents.

Newsletters. Little direct feedback was received about the individual class newsletters other than during the initial needs assessment. Parents did respond well to requests and announcements included in the newsletters.

Home visits. No data from formal evaluations of home visits are available. Informal evaluation data do exist.

Both teachers who made home visits found them to be rewarding experiences. The teacher in Unit C particularly felt that her extra effort in taking the conference to the home facilitated communication and cooperation with the home. The teacher learned a great deal about the child in the home environment. The parents were concerned about the problems of their child and requested weekly feedback from the teacher, which was given. As a result of this close cooperation between the home and school, many of the problems of the student were solved. For example, prior to the home visit by the teacher, the student frequently misplaced assignment sheets and made no effort to obtain new copies; following the visit, the student took the initiative to ask for duplicate copies of an assignment on the one occasion when she misplaced it. Her problem with stealing from other students also disappeared.

Notices. Neither formal nor informal evaluation data are available regarding notices. It is the opinion of the project coordinator that considerable thought and effort went into notices as a result of the school-community relations project, but there is no evidence to substantiate that opinion.

Picture survey. Two aspects of the school picture survey should be noted. First is that a survey was made. During the community interviews, citizens commented that they had received few questionnaires in the past. The use of the survey indicated a new awareness of the necessity of parental participation in decision making.

Also of interest is the number of surveys which were returned. Of the 390 sent home, 195 were returned. This rate of return indicated the willingness of parents to participate in decision making.

Christmas sing. The reaction of the staff to the new format of the Christmas sing was formally evaluated immediately following the sing. Nineteen of the sixty-two staff members returned their questionnaires. The responses are summarized in Table 35.

The responses indicated the possible necessity of considering future modifications in the Christmas sing, although caution must be taken to reach conclusions based on so few responses. The major

TABLE 35

CHRISTMAS SING QUESTIONNAIRE - RESULTS

1. Did you like the way the sing was done? 9 Yes 10 No If no, what did you not like?

I would like to stick with an arranged schedule, so that students and teachers are fully informed of times, order of events and seating.

Parents leaving before whole sing was over. Students being "on stage" for such a short time. Students in middle and back rows cannot be seen.

Not enough room for all the parents at one time and so many left before the end.

Except that risers should have been set up correctly so that kids didn't have to be rearranged.

I didn't like walking in, walking out; meaning was lost.

Too crowded.

Too many people; should have two days for sing.

I would like to see the sing split: 2-6th, 2-5th, 2-4th, 2-3rd, 2-2nd, 2-1st, morning K one session and p.m. K with other sing.

I feel that the children were very disappointed in only being able to sing two songs.

Too much school time wasted for a 3-minute performance.

I did not like the group coming in to sing their selections and then leaving.

TABLE 35 (Continued)

I do not like to have a long line of kids coming and going.

I wish the older children could have used the risers and that parents had stayed through the entire sing.

2. Which of these would you favor for next year?

8 A primary sing and an upper grade sing (2 sings) separate from each other by grade level.

6 A primary and upper grade sing by units (2 sings).

3 Vertical sings: 6, 5, 4, 3, 2, 1, K, Pre-K in each sing.

3 The sing just the way it was this year.

3 Three sings a year - a fall, Christmas, and spring sing.

3. Other suggestions:

I would like to close the day with the sing, so that students could go home with parents and would not be too keyed up to study afterwards.

Every child should be positioned so he can be seen. Children should hear and see other grades' performances. Whole group should sing some songs together. All should be informed well ahead of time as to sequence of performers, band, orchestra, each group, choir, etc.

Enough risers so the whole grade can be on them.

If we use risers, we need to know the size and have enough for every child.

TABLE 35 (Continued)

Would it be feasible to run the sing for the parents similar to the way it was done this year with one exception. Schedule parents to come in for Sing A or Sing B - have children from each unit perform for each sing. That way parents could be sure that when they came they could be comfortable and not standing out in the hallway trying to hear what's going on inside. Also, could it be suggested to parents with toddlers that they hold their toddlers on their lap so more adults could sit down.

I think it is nice to have the children remain in the gym and sing carols between selections with audience participation.

A lady who was here said people were crowded at the beginning and at the final show, few were there. Perhaps they need to be told in print when to observe [their children's appearances] - perhaps we could use different days.

concerns of nineteen staff members were the number of parents who left before the upper intermediate students sang, the loss of meaning in having the students present only for their own performance, the lack of prior notification of when a grade would be singing, and the lack of a sufficient number of risers for all of the older students.

Only informal evaluation of the feelings of parents about the Christmas sing took place. An editorial in a local weekly newspaper indicated that parents were delighted with the sing. Comments of parents after the sing and at the question-and-answer coffees revealed a similar satisfaction with the Christmas sing and the new procedures.

PTA performances. At the time of this writing, the only new PTA performance by students — the spring choir presentation — had not taken place. Thus, it is impossible to evaluate this activity.

Activities Undertaken by the Project Coordinator

The project coordinator assumed total responsibility for six school-community relations activities: a school newsletter, an IIC focus on school-community relations, a file of families, a policy of the oldest child taking notices home, school-community relations presentations, and citizen task forces. The effects on the total school-community relations program of the involvement of the project coordinator in these activities were not formally evaluated. Informal observation data do exist.

School newsletter. Comments at several coffees indicated that parents appreciated the newsletter. One mother reported how much she enjoyed the quizzes on the staff and program at the school. Other mothers commented on how helpful the calendar and menu were. Another told how excited her daughter was to have her story published. These comments indicated that the school newsletter achieved its objective of communicating with parents.

IIC focus on school-community relations. There are no data to indicate the effect of having a regular item on the IIC agenda for school-community relations. It is the opinion of the project coordinator that this helped raise the awareness of the IIC members, and therefore the entire staff, to the necessity of good school-community relations.

File of families. Although the file of families was not used as frequently as it could have been, it did prove helpful on several occasions. It was very useful when the project coordinator was randomly selecting the names of seven families to interview during the initial needs assessment. The file also was used to locate siblings of absent or ill students. On several occasions the file was helpful in completing questionnaires from the district administrator's office. Finally, the list of the oldest children in each family was compiled using the file.

Notices sent home with oldest children. No feedback was received from parents regarding the sending of notices with the oldest child in each family. The establishment of this policy was appreciated by the staff members. First, it resulted in the saving of paper. No one had previously made a count of how many notices had to be given to which teachers for each family to receive one. As a result, each child in the school frequently received every notice. With the new list, an exact count of how many notices went to each teacher was available. The teachers also appreciated the consistency with which they passed out notices. They always knew to which students they were to give notices.

School-community relations presentations. Informal evaluation indicates that the presentations by the project coordinator on school-community relations achieved the objective of informing others about the importance of a good school-community relations program. Most of the presentations resulted from a participant in one presentation recommending the topic for another workshop or meeting. This would indicate that the importance of a good school-community relations program was recognized by the various audiences.

Task forces. Only informal observations exist on the effect of the project coordinator working with the three citizen task forces. In each case, the members of the task force were grateful for the assistance of the project coordinator. The project coordinator felt that she gained a great deal of helpful information about school-community relations in the district as a result of her participation. This information was useful to her in coordinating the program at the selected school.

It would appear, therefore, that the various activities in which the staff members became involved as either a staff or as individuals were successful in solving some of the school-community relations problems identified during the needs assessment. One of the most effective activities in implementing the school-community relations program was the graduate course taught at the selected school. It provided much of the motivation for accomplishing the tasks associated with the focus on pupil progress reporting.

Program Evaluation

The implementation of the school-community relations interaction model was not designed to be a formal research experiment in which baseline data were gathered, a treatment was imposed, and the results of the treatment were measured. Such a research design would be impossible because of the number of uncontrollable variables which exist in a school, especially over a period of one year.

Formal Evaluation

It was possible, however, to obtain a measure of the perceptions of both parents and staff members in terms of the effectiveness of the program in improving the relations between the school and the home. A questionnaire was distributed to both the staff and the parents of students at the school in which they were asked about changes they had noticed in the relations between the school and the homes as a result of the emphasis on school-community relations and their desire to continue specific school-community relations activities in the future (see Appendices R and S). Of the 51 questionnaires distributed to the staff, 37 were returned. The results are reported in Table 36.

TABLE 36

STAFF QUESTIONNAIRE - RESULTS

QUESTION	MUCH IMPROVED	SOMEWHAT IMPROVED	NOT IMPROVED	WORSE
1. One of our goals this year has been to improve the communication from the school to the home. How would you judge the communication from the school this year?	24	11	0	0
2. We have also attempted to provide more opportunities for parents and staff members to discuss school-related topics. How would you judge the opportunities for parents to discuss their concerns and questions with the staff?	26	8	1	0
3. Our third goal has been to provide more opportunities for parents to become involved in what is happening at school. How would you judge the opportunities for parents to become involved?	11	25	0	0
4. We have tried to provide more opportunities for parents to help in making decisions affecting their children and the school. How would you judge the opportunities of parents to participate in decision making at the school?	10	22	2	0

TABLE 36 (Continued)

QUESTION	MUCH IMPROVED	SOMEWHAT IMPROVED	NOT IMPROVED	WORSE
5. Another goal has been to try to solve problems and concerns of parents regarding the school. How would you judge the opportunities of parents to have their school-related problems solved?	22	13	1	0
6. We have attempted to create an atmosphere in which parents would feel free to approach teachers and/or the principal with their concerns related to the school. How would you judge their opportunities to discuss their concerns?	21	16	0	0
7. Finally, we have tried to have the school reflect the wishes and desires of the parents which it serves. How would you judge the success of the school in this goal?	11	24	1	0

TABLE 36 (Continued)

DO YOU THINK WE SHOULD CONTINUE:	YES	NO	DON'T KNOW
- the chance for parents to see more than one teacher during conferences, as in Unit C the last conference time?[1]	30	1	5
- the chance to have parents tell you what they would like to discuss during conferences, as in Unit C the last conference time?	32	1	2
- the awards for students when they complete their work, as in Units A and B this year?[2]	28	2	5
- the unit potluck, as in Unit E this year?[3]	30	0	6
- the coffees for answering parents' questions?[4]	29	0	5

[1] For this question, the following comment was added: "We'll need more conference time."

[2] For this question, the following comment was added: "We must set up some grade-level goals."

[3] For this question, the following comments were added: "Don't overdo this; maybe have two per year, always one for sixth grade (graduation)." "The unit potluck was too large; facilities [were] not available for that size crowd."

[4] For this question, the following comment was added: "Don't have teachers go on teaching time."

TABLE 36 (Continued)

DO YOU THINK WE SHOULD CONTINUE:	YES	NO	DON'T KNOW
- the workshop for making games for children, as in Title I this year?[5]	32	1	3
- the newsletters from classes?	32	1	2
- the school newsletter?	36	0	0
- having conferences in students' homes?[6]	16	8	9
- sending questionnaires home to ask parents' opinions on school-related topics?	32	1	4

[5] For this question, the following comments were added: "Definitely." "Extend the game workshop to include teachers and parents of all primary grades."

[6] For this question, the following comments were added: "Not for everyone; [we] should be careful on amount and why." "Only if necessary or [for] one conference, not conferences." "This could be taken advantage of by parents."

TABLE 36 (Continued)

DO YOU THINK WE SHOULD CONTINUE:	YES	NO	DON'T KNOW
- student presentations at PTA?[7]	30	1	1
- notices sent home with the oldest child?[8]	30	1	5

COMMENTS
"[We] have to continue to give many opportunities for parents to become involved in the school. Newsletters and student projects are very good means of attaining this objective." "Many of these things have been done [in the past], so although I did not notice any improvement, I feel they are necessary and being done well."

[7] For this question, the following comments were added: "Student presentations at PTA are okay as long as it isn't always square dancing or singing." "Maybe ask the parents what kind of programs they would like and topics they want discussed." "The purpose of PTA is not entertainment. It is for parents and teachers to get together for the benefit of the child. I'm all for student presentations at other times, but not at PTA." "Only if the teacher wishes."

[8] For this question, the following comment was added: "Notices should be sent home with all children. Any note worth going home should be given every chance to get there. [In] some homes the youngest is most responsible. In others the older children [are more responsible]."

TABLE 36 (Continued)

COMMENTS
"Some of the activities were good, but perhaps would lose effectiveness if repeated a great many times." (mentioned twice)
"There was a very definite effort to provide open, two-way communication between the school and the home and the home and the school."
"______ has the best communications of any of the schools which I serve. I encourage ______ to continue searching for ways of effectively communicating with the community. Keep up the good work."

The responses of the 37 staff members indicated that all but two of them felt that the utilization of the five interaction processes was at least somewhat improved during the project. They considered efforts to communicate and resolve conflict to have shown the most improvement, and opportunities for involvement and participation to have improved to some extent. The staff also reported that accessibility to the school was much improved, while the legitimacy of the school in the community was somewhat improved during the year. The staff members showed a great deal of support for the individual school-community relations activities. The only activity for which there was substantial resistance was having conferences in the homes of students.

Of the 390 questionnaires distributed to the families in the school, 231 were returned. The responses of the parents are summarized in Table 37. Most of the parents who responded to the questionnaire had had children at the school for a number of years. Among those who were new to the school, there was a hesitancy to complete questions two through eight. The responses of the parents were similar to those of the school staff. Most parents had seen at least some improvement in the use of the five interaction processes during the project. They reported more improvement in the utilization of communication and involvement than participation and resolution. Parents saw an increase in their accessibility to the school and some improvement in the legitimacy of the school. Parents, like the school staff, desired to continue all of the school-community relations activities through which the interaction processes were implemented, with the exception of having

TABLE 37

PARENT QUESTIONNAIRE - RESULTS

1. For how many years have you had children at ______ School? $\overline{X}$ = 5.74 years

QUESTION	MUCH IMPROVED	SOMEWHAT IMPROVED	NOT IMPROVED	WORSE
2. One of our goals this year has been to improve the communication from the school to the home. How would you judge the communication from the school this year?	95	104	15	0
3. We have also attempted to provide more opportunities for parents and staff members to discuss school-related topics. How would you judge the opportunities for you to discuss your concerns and questions?	89	114	11	0
4. Our third goal has been to provide more opportunities for you to become involved in what is happening at school. How would you judge your opportunities to become involved?	91	101	20	0

TABLE 37 (Continued)

QUESTION	MUCH IMPROVED	SOMEWHAT IMPROVED	NOT IMPROVED	WORSE
5. We have tried to provide more opportunities for you to help in making decisions affecting your children and the school. How would you judge your opportunities to participate in decision making at the school?	74	100	35	2
6. Another goal has been to try to solve problems and concerns of parents regarding the school. How would you judge your opportunities to have your school-related problems solved?	70	118	18	0
7. We have attempted to create an atmosphere in which you would feel free to approach teachers and/or the principal with your concerns related to the school. How would you judge your opportunities to discuss your concerns?	134	70	8	1
8. Finally, we have tried to have the school reflect the wishes and desires of the parents which it serves. How would you judge the success of the school in this goal?	76	105	20	0

TABLE 37 (Continued)

DO YOU THINK WE SHOULD CONTINUE:	YES	NO	DON'T KNOW
- the chance for you to see more than one teacher during conferences, as in Unit C the last conference time?[1]	150	19	55
- the chance to tell the teachers what you would like to discuss during conferences, as in Unit C the last conference time?	167	15	40
- the awards for students when they complete their work, as in Units A and B this year?	158	5	59
- the unit potluck, as in Unit E this year?	105	9	104
- the coffees for answering your questions?	111	25	83
- the workshop for making games for your children, as in Title I this year?	123	9	86

[1] For this question, the following comments were added: "I think it would be better if there could be more than one teacher during conferences. Maybe have 2 or 3 teachers in one room to discuss the child so the other teachers would be aware of the child's behavior in other classes."

TABLE 37 (Continued)

DO YOU THINK WE SHOULD CONTINUE:	YES	NO	DON'T KNOW
- the newsletters from classes?	209	5	11
- the school newsletter?[2]	217	2	7
- having conferences in students' homes?[3]	43	83	98
- sending questionnaires home to ask your opinions on school-related topics (report cards, etc.)?	212	9	6

[2] For this question, the following comments were added: "In the school newsletter, let everyone know what every class is doing. We really want to know what is going on; children do forget!" "Keep up '_______'s Link.' Could each sixth-grade classroom have the opportunity to publish one issue?"

[3] For this question, the following comments were added: "If necessary for some reason." (mentioned twice) "Conferences in our homes might be very difficult for the teachers timewise." "[Home visits are] acceptable only when it's absolutely impossible for one parent or guardian to come to school during regular school hours. The teachers' time otherwise is too valuable to spend commuting from house to house, although in some cases a home visit does give necessary insight to problems."

TABLE 37 (Continued)

DO YOU THINK WE SHOULD CONTINUE:	YES	NO	DON'T KNOW
- student presentations at PTA?[4]	149	24	54
- notices sent home with the oldest child?[5]	184	15	24

[4] For this question, the following comments were added: "Not unless more children are able to participate. I don't think one room should do all the programs at PTA if all the children don't participate on that grade level." "Student presentations at PTA are very good, but not the same teacher and grade most of the time. Should be different each time until all have a chance to participate."

[5] For this question, the following comments were added: "I feel each child should bring a note home Otherwise the young ones feel they can't be held responsible." "I think notices should be sent home with all children, as sometimes one [child] is not present, or one thinks the other has it so that child does not always bring one home." (mentioned twice) "Send out notices in the mail because a lot of them sent by the kids never make it home. So you never know what you miss." (mentioned twice) "I think the young children can handle notices and I would trust them." "Even the oldest child can lose notices at times."

TABLE 37 (Continued)

COMMENTS

Comments related to the questionnaire:

"Most of these questions don't really apply to me since this is my first year of having a child in school." (mentioned 12 times)

"I approve of goals stated on other side (questions 1-8) but was not distressed about past efforts." (mentioned twice)

"It was hard for us to answer these questions, because we have not been faced with any school problems."

Comments related to other schools:

"This school seems more concerned on a lot of topics than some other schools our children have attended and seems more advanced."

"Our children have been to two other schools besides _______. I feel this school has a very open and friendly working relationship between students, faculty, and parents. Our children really enjoy being students at _______."

General positive comments:

"I think we have a great school. Keep up the good work!" (mentioned four times)

"_______ School provides the opportunity for parents to get as involved as they choose. The opportunity is there. I feel the problem is making more parents aware of the willingness to be open to their ideas. A lot of this could be done by word of mouth and talking up the school by parents as well as staff."

TABLE 37 (Continued)

COMMENTS

General positive comments (Continued)

"I found teachers, secretaries and principal quite willing to discuss any problems or question that came up. I'm pleased."

"I feel you are doing a great deal to improve school conditions and set up a line of communication between school and parents."

"This is the last year we will have a child at ______ School. It's been a pleasant experience for all three of our children. They have learned more at ______ School than the school previously attended. Thank you goes to the teachers!"

"I feel there has been an overall improvement in parent-school communications this year. Keep up the good work. I want teachers to feel free to call me at any time if my child has any problems."

"I have found ______ to be a very cooperative school and have no problems communicating with the people there."

"I have always felt I could call school if I had a question and I have always gotten an answer right away. Keep up the good work."

"I'm sincerely pleased with all phases of the school that I'm aware of. I'm especially glad to see how open and approachable all the school personnel have been. Please continue sound, consistent discipline."

TABLE 37 (Continued)

COMMENTS
General positive comments (Continued)
"I think _______ School does a very good job of developing good children. I think the teachers and staff really help children enjoy school, but also teach them respect for adults and other classmates."
"The school seems to be advancing rapidly in the right direction; however, some of the teachers are still 10 years behind and don't seem willing to change."
Suggestions for improvement:
"More emphasis should be put on care and respect of others and other people's property."
"I don't like school doors being locked when I try to get in for my child or any other reason."
"I feel that more time must be given to the children to finish a project or lesson. If they aren't given the time, then they shouldn't be marked bad.
"I would like a session with all the parents and teachers of the same grade. I would like to know what the child will be taught and how at the beginning of the school year."
"I think there should be more basics for grades than grading on gym and other less appropriate subjects."
"I think all new students should be given a list of all school activities going on at the beginning of the school year."

TABLE 37 (Continued)

COMMENTS
Suggestions for improvement (Continued)
"I would like to see a supply list of materials needed for the next year sent home with the last report card. That way parents could start rounding up materials in the summer."
"When there is a problem the teacher should have more time to help. Otherwise let the parent know instead of waiting until report card time when the parent is shocked."
"I think there should be fair discipline out on the school yard during recess."

conferences in the homes of students. There was general rejection of this activity.

In summary, it appeared that both the staff and parents at the selected school had observed an improvement in the utilization of the five school-community relations interaction processes. They also desired to continue using many of the activities through which the processes were implemented.

Informal Evaluation

The school-community relations program implemented in the selected school was also informally evaluated by the project coordinator. By being present in the school throughout the implementation of the program, the project coordinator was able to make the following observations about the factors which influenced the school-community relations of the selected school.

First, the presence of the project coordinator in the school appeared to raise the awareness of the staff to the necessity of improving school-community relations. Throughout the year during which the project coordinator was assigned to the school, most staff members showed an increased interest and concern about relating with the school community. Several commented that they had realized their growing awareness. For example, while voting, the unit leader in Unit C had overheard the negative comments of several poll watchers about instructional materials being used in the schools. According to the unit leader, he would have ignored these comments in the past. But because of his increased awareness of the importance of good relations between the school and community, he had taken 45 minutes to visit with the poll watchers about their feelings. He felt that he and the poll watchers had learned from the experience.

A second factor which influenced the school-community relations program was the success of staff members in implementing new ideas. In several instances, staff members were more effective than the project coordinator in convincing other members of the staff to implement new ideas. For example, the success of several teachers in utilizing the commendation forms helped convince other teachers to become involved in this reward system. The unit leader in Unit C was persuaded to participate in a question-and-answer coffee by the positive experiences of the unit leader in Unit B. Staff success in motivating other staff members to participate was definitely influential in the school-community relations program at the selected school.

Aside from the factors which influenced the school-community relations of the school, other observations about school-community relations were made by the project coordinator. First, it became evident that the task of fully implementing a school-community relations program in a school in one year is very difficult—particularly if the program implementor is not working full time on school-community relations. The needs assessment of the staff and school community in a school the size of the selected one requires at least three months of a full-time project coordinator's time. The schoolwide planning and coordination requires a full month; the unit planning requires at least one month. Operationalizing the plans throughout the school can be done in no less than two to three months of full-time effort. If such unforeseen difficulties as arose in Unit E exist, operationalization of the plans takes even longer. Finally, evaluation of the plans and utilization of the results for decision making on future directions for the program requires, at a minimum, one month. Therefore, a minimum of eight months of full-time effort is required to implement a program of school-community relations. In the present project, where the project coordinator worked only part-time, more time was required. If the principal were implementing the program, more than eight months would be needed as a result of the numerous additional demands on his/her time.

The project coordinator also noted that it was difficult for the school staff to remain program oriented. In spite of her continual effort to select activities on the basis of assessed needs, the project coordinator frequently had to remind the staff of this focus. Because of the numerous demands on the time of the staff members, they tended to be crisis oriented and had difficulty thinking in terms of long-range programs. Many had difficulty in understanding the role of the project coordinator until the program had been fully implemented.

Finally, in the selected school there was a hesitancy among some members of the staff to ask for help and/or suggestions from the project coordinator. In several cases there was a reluctance to share ideas and experiences among the staff. It is possible that part of this atmosphere may be explained by the sixteen years during which the staff was expected to be self-sufficient and not to ask for help. It has been only recently that the environment has become open and supportive and that communication has been encouraged. After so many years in a closed atmosphere, it is understandable that time is required for the staff to ask for help and to overcome their tendency to be possessive of ideas and activities.

Implications of the Project for the Selected School and for Future Research

The opportunity for the project coordinator to test the applicability of the model for a school-community relations program has led to several discoveries in terms of future plans for the selected school and future directions for research in the Home-School-Community Relations Project at the R and D Center. Both of these areas are discussed in the pages which follow.

Implications for the Selected School

With the interest and motivation of the staff to create good relations between the school and the community, it is hoped that the school will continue implementing successful activities and will begin working to solve additional problems identified by the needs assessment. Both of these goals can be fulfilled by implementing the suggestions which follow.

One need which was not addressed during the present project was relating with the numerous nonparents in the school community. The needs assessment revealed that the nonparents were not well informed about what was happening at the school and had to depend upon secondary sources to receive information. A more concerted effort by the school staff to communicate with and involve nonparents would be beneficial. Among the ways in which this goal could be accomplished are distributing the school newsletter to the nonparents, utilizing community members in the school as volunteers and/or speakers, inviting more nonparents to the question-and-answer coffees, and having more student performances at nursing homes and shopping malls where the accomplishments of students become visible to nonparents.

More attention also needs to be given in the future to parental involvement at the school. There are few opportunities for parental involvement as classroom helpers or resources. In the future, consideration should be given to involving more parents in helping in the classrooms, Instructional Materials Center, field trips, and at home. An assessment of community resources should also be made and the available resources utilized. Another instructional game make-and-take workshop should be considered by several units, as well as the Title I teachers.

At present there are few opportunities for parents to participate in educational decision making at the school. In the future, new opportunities for parent participation in their child's educational program, PTA expenditures, lunchroom problems, hazardous traffic areas, student orientation to junior high school, curriculum, and other areas of concern should be considered. The role of the present P.A.C. should also be expanded so it assumes an active role in decision making regarding school policy and program. For the staff to utilize effectively parental participation, inservice sessions on parent-teacher conferences, the role of a P.A.C., and the effects of parent participation in decision making may be necessary.

Future communications from the school should focus on the ongoing events at the school, as well as on answering the questions raised at the question-and-answer coffees (see Tables 30-34). A number of new and existing communication techniques should be considered in the future. It is recommended that question-and-answer coffees be continued; questions from the future coffees should provide a continuous source of information about essential topics of communication. The school newsletter should be continued. More communication with the home through telephone calls, notes, and home visits is needed. Future presentations by students at PTA meetings will also assist with communication. A fall orientation of parents to units should be considered for informing parents about what their children will be learning and what the expectations of the unit include. Unit or grade-level potlucks with student programs should substitute for several PTA meetings.

The school must continue to analyze the school-community relations issues which exist in the school community and utilize the findings as the basis for school-community relations activities. In addition to analyzing the questions asked at coffees, the staff should also consider concerns expressed in parent-teacher conferences and telephone conversations. If possible, additional community interviews should be conducted. Responsibility for conducting these analyses and utilizing them for developing school-community relations plans should be assumed by the IIC and, ultimately, the principal.

In summary, it is suggested that in the future the school continue to focus on the five interaction processes presented in the school-community relations interaction model. Additional analysis, communication, involvement, and participation of both parents and nonparents is essential for the resolution of actual and potential problems for the school.

Implications for the Home-School-Community Relations Project

The opportunity to field test the school-community relations interaction model has been a very worthwhile task. It has provided the project coordinator and the Home-School-Community Relations Project with valuable information on the applicability of the school-community relations model of primary interaction patterns, as well as suggestions for future research directions. A summary of these findings follows.

First, the project has revealed that the school-community relations model is operationalizable. The five interaction processes are definitely viable, although some question still exists as to the relationship between resolution and the other four processes. It would appear that resolution and problem solving are an outcome of analysis, communication, involvement, and participation, rather than a fifth interaction process. Regardless of the relationship among the five processes, they all appear to be essential to a good program of school-community relations.

The project also has confirmed the importance of the five control functions of plan, organize, stimulate, coordinate, and evaluate. One revelation of the project is the necessity of considering these functions on two levels--on both the school and unit level. Within a school the principal and unit leader may be responsible for the same control function, with the unit leader responsible at the unit level and the principal at the school level. In a situation where there is no project coordinator, it is assumed that the principal and IIC would assume these responsibilities.

The interaction patterns were not confirmed by the project. The model suggests that the principal primarily interacts with the school community, the unit leader with the home, and the teacher with the child. Yet the project has shown the extent to which parents value the opportunity to interact directly with the principal as well as the unit and teacher. Students also were impressed by interacting with the principal. It would appear that the role of the principal is more crucial than the interaction model would suggest; the direct interaction of the principal with students and homes prevents much potential conflict from actualizing. It is hypothesized that in cases where the principal does not directly interact with students and homes that conflict is more likely to develop.

The project was not successful in differentiating the role of the unit leader from that of the unit teacher in terms of interacting with the school community. Part of this difficulty can be explained by the evolving role of the unit leader in the selected school. Another factor in the failure to distinguish the unit leader role is the desire of parents to interact with the homeroom teacher of their child. Because it is difficult for the unit leader to be fully informed of the status of all of the students in the unit, parents prefer to work with the homeroom teacher. The present project would suggest that "homeroom teacher" should be substituted in the model for "unit leader."

Finally, the role of instructional aides, the principal's secretary, and pupil services personnel are omitted from the model. Yet in the selected school they played a vital role in the relations between the school and the community. Their roles should be incorporated into the model.

One other minor modification of the school-community relations model is recommended--that "home" be removed. By referring to home separately from community, the implication is that they are different. School is not distinguished from staff, so community should not be distinguished from home. It is suggested that the title "School-Community Relations: Primary Interaction Patterns" fully describes the model.

The above suggestions related to modifications in the school-community relations interaction model are incorporated into a new version of the model, which is presented in Figure 2. At the center of the model are the five interaction processes. At each vertex of the triangle are the individuals or groups in the school community which are the focus of interaction. Around each individual or group in the school community are the school staff members who have primary responsibility for interacting with them.

SCHOOL-COMMUNITY RELATIONS: INTERACTION PATTERNS AND PROCESSES

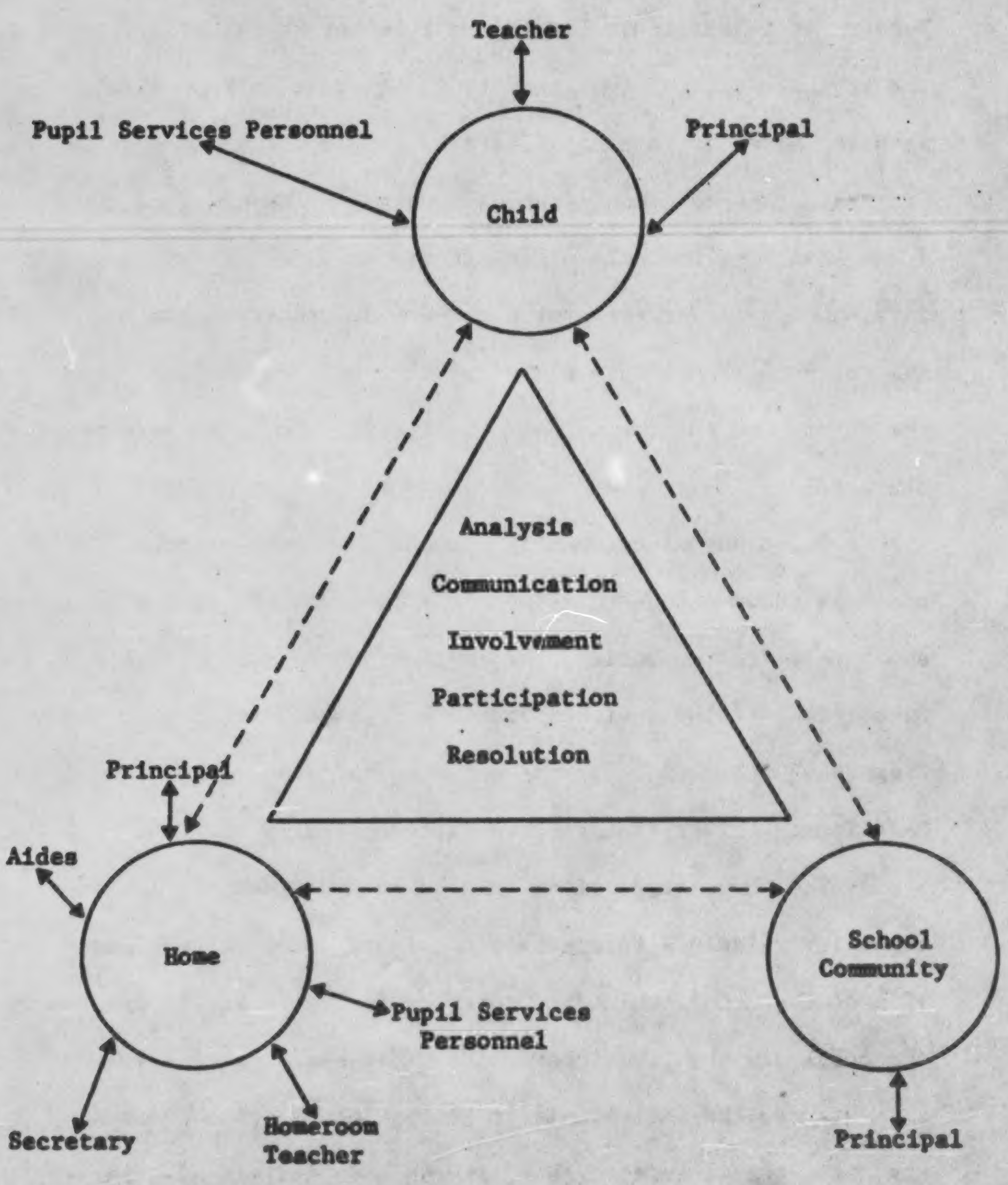
Teacher
Pupil Services Personnel
Principal
Child
Analysis
Communication
Involvement
Participation
Resolution
Principal
Aides
Home
Pupil Services Personnel
Secretary
Homeroom Teacher
School Community
Principal

FIGURE 2

It is essential that a project similar to the present one be replicated in another location by another coordinator. This will permit a better understanding of the generalizability of the findings of the present project. In future projects involved with model implementation, it is recommended that a thorough staff inservice be conducted after the needs assessment and before the program planning. The staff inservice should emphasize the importance of good relations between the school and community, as well as the processes which will be utilized in creating good relations.

The modifications in the school-community relations model recommended above must also be the subject of future research efforts. Emphasis must be placed on the roles of the homeroom teacher, unit leader, instructional aide, principal's secretary, and pupil services personnel in school-community relations. The role descriptions determined by the present project must also be more clearly specified through future research efforts.

One final recommendation can be made as a result of this project. With the importance of school-community relations in the functioning of a school, the necessity of training opportunities and materials for administrators and teachers becomes evident. Few school staff members have received training in school-community relations in their licensing procedure. It is recommended that such training be required in the future. Materials are also lacking for conducting training in school-community relations. It is essential that materials be developed so school staffs can become familiar with the skills and concepts related to school-community relations.

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APPENDICES

APPENDIX A

Staff Interview Schedule

STAFF INTERVIEW SCHEDULE

NAME OF RESPONDENT ______________________________

ROLE OF RESPONDENT ______________________________

UNIT/GRADE LEVEL OF RESPONDENT ______________________

I. Introduction

Who I am -

- name
- refer to IIC meeting at which I was introduced (authorization)
- refer to plans for work at the school next year

Purpose of interview

- general

  to identify the roles and responsibilities of the staff in in the school's home-school-community relations program

  to identify the strengths and weaknesses of the present school-community relations program at the school

- specific

  to identify the roles and responsibilities of the principal in the school's school-community relations program

  to identify the roles and responsibilities of the unit leaders in the school's school-community relations program

  to identify the roles and responsibilities of the unit teachers in the school's school-community relations program

  to identify the roles and responsibilities of the aides in the school's school-community relations program

  to identify the roles and responsibilities of the special area teachers in the school's school-community relations program to identify the roles and responsibilities of the pupil services personnel in the school's school-community relations program

- use of the information

basis for my work at the school next year

report may employ quotes to illustrate, but names will not be utilized

II. Biographical

History of respondent as a teacher

- generally
- in the community
- at the school

III. Roles and Responsibilities (open-ended)

As a ____________ (role), what are your responsibilities in the area of school-community relations at the school in terms of analysis, communication, involvement, participation, and resolution?

IV. Strengths and Weaknesses of the school-community relations program

What are the strengths of the school-community relations program at the school?

Weaknesses?

V. Checklist (focused)

Parent-Teacher Conferences

Articles about School in Local Newspaper

Reporting Pupil Progress

PTA/PTO

Open Houses

Christmas and Spring Music Programs

Volunteer Aide Program

Community Involvement of Staff Members

School Facilities Open to Community

Parent Advisory Board/Council

School Newsletter

Parent Questionnaires or Surveys

Use of Community Resource People for Instruction

Positive Cards, Calls, Notes

Other

VI. Interest in school-community relations course

Would you be interested in taking a course on school-community relations if it were offered here at school 55 minutes per credit per week?

When would you prefer to have the course offered?
(semester, day of week)

APPENDIX B

Letter of Introduction to Parents

[school district letterhead]

Dear _________________:

A yearlong study of home-school-community relations is being conducted this year at _______ School by the University of Wisconsin-Madison. As part of the study, Mrs. Lynn Karges is interviewing numerous families in the ______ School attendance area to determine their opinions of school-community relations, the operation of the school program, and any other school-related matters which they would like to discuss.

You are one of the people who has been selected to be interviewed. We urge your cooperation and hope you will be able to take the time to talk to Mrs. Karges. She will be contacting you soon by telephone to make an appointment at a time and place of convenience to you.

The numerous interviews will be incorporated into a report, which will be made available to you and other _______ School parents. Be assured that any comments you make during the interview will be kept confidential. The __________ Public Schools, and specifically _______ School, plan to use the findings of the interviews in planning future school-community relations activities.

Thank you for your anticipated cooperation.

Sincerely,

________ __________

Director of Elementary Education
__________ Public Schools

________ __________

Principal
________ Elementary School

Marvin J. Fruth, Professor
University of Wisconsin-Madison

LL/HMJ/MJF/jjd

APPENDIX C

Letter of Introduction to Nonparents

[school district letterhead]

Dear ___________:

A yearlong study of home-school-community relations is being conducted this year at _______ School by the University of Wisconsin-Madison. As part of the study, Mrs. Lynn Karges is interviewing numerous people to determine their opinions of ________'s school-community relations, the operation of the program at ________, and any other school-related matters which they would like to discuss.

You are one of the people who has been selected to be interviewed. We urge your cooperation and hope you will be able to take the time to talk to Mrs. Karges. She will be contacting you soon by telephone to make an appointment at a time and place of convenience to you.

The numerous interviews will be incorporated into a report, which will be made available to everyone who has been interviewed. Be assured that any comments you make during the interview will be kept confidential. The _________ Public Schools, and specifically ____________ School, plan to use the findings of the interviews in planning future school-community relations activities.

Thank you for your anticipated cooperation.

Sincerely,

________ __________
Director of Elementary Education
________Public Schools

________ __________
Principal
________ Elementary School

Marvin J. Fruth, Professor
University of Wisconsin-Madison

LL/HMJ/MJF/jjd

APPENDIX D

School-Community Interview Schedule

School-Community Interview Schedule

Name of Respondent(s) ____________________

Address ____________________

Telephone Number ____________________

I. Introduction

Who are you (interviewer)?

+Name

+Reference to letter of introduction and local school

+Reference to study affiliation

+Indicate that you are the only interviewer

Purpose of the Study

+General purpose of the study

+Discuss the positive aspects and high points of the education provided at the school

+Discuss the school-community relations at the school

+Specific purpose of the study

+Identify the strengths and weaknesses of the educational program at the school

+Identify the strengths and weaknesses of school-community relations at the school

Authorization

+Refer to authorization of district and principal

+Refer to letter of introduction

+Refer to study affiliation and to whom I am responsible for these interviews

Use of the Information

- +Report to the Superintendent, Director of Elementary Education, and principal
- +Use of names and/or quotations
    - +Interview is part of a larger study involving 40 interviews
    - +None will be identified by name or directly associated with quotations
    - +Study may employ quotations to illustrate its observations, findings, or conclusions but names or direct associations will not be utilized

Why are we interviewing you--how we got your name

- +List of PTA officers (President, Vice Presidents, Historian, Council Representatives, Secretary, Treasurer) from 1975-76 and 1976-77
- +List of persons who are knowledgeable and informed about the school
- +List of parents selected at random from an index of school families to get broad representation
- +List developed from interviews of persons who have been nominated as knowledgeable and informed by others who have been interviewed

II. Biographical

Educational History of Respondent

- +School history of respondent
- +Specific history of respondent in the school area
- +Differences noted

Children

- +Confirm names, grades, ages of children
- +School history of each child

+Specific history of each child at the school

+Differences among children and places of school attendance

+Experience of children at the school

III. Central--Open-Ended Questions of the Community Study

What are some of the strengths of the school? Weaknesses? Points of excellence? Places for improvements? Problems, concerns, issues?

+Allow respondent to establish agenda--not interviewer

+Note language of the system

+Have respondent operationalize the responses

+Definitions ("What do you mean by . . .?")

+Examples ("Could you give me an example of what you mean by . . . ?")

+Differences ("How does ________ differ from what you experienced in another school or place?")

+Changes (specific dates) (Is it different before or after a certain event?)

+Is ... should ("Now, what do you think it should be like?")

+Quotations

+Places

+Names ("Who are some others who would be knowledgeable or informed about _______?" or "What do you mean by 'they'?")

What are some of the ways in which you learn about what is happening at the school?

What opportunities do you have to become involved in what is happening at the school?

What opportunities do you have to participate in decision making at the school?

What are some of the effective aspects of school-community relations at the school? Ineffective?

IV. Checklist--Focused Questions

What is your opinion of the following current home-school-community relations activities?

+Christmas and spring sings

+PTA programs, such as the September Open House and the square dance

+Newsletters (classroom, unit, school)

+Report cards

+Conferences

+Parent Advisory Council for Title I

+Parent volunteer program

+Parent questionnaires/surveys

+Positive calls and notes, commendation forms

+Open door policy

+Curriculum goals and expectations

+IGE/Multiunit School Organization

Do the hours you are employed conflict with the times at which the activities at the school are held?

V. Referrals

Who are some other knowledgeable and informed persons who would be willing to assist in this study and perhaps be interviewed?

Would you be willing to serve as a reference for me to that person by either calling or allowing me to use your name on introduction?

VI. Come-back or telephone contact for additional data needs or for information and clarification

VII. Follow-up letter of thanks

APPENDIX E

Summary of the School-Community Interviews

December 7, 1976

Dear ____________________:

The interviews are finally completed! You'll find the results attached.

I'd like to re-emphasize four points about the interviews and the report. First, the comments which you specifically made have and will remain confidential. What you said to me is strictly between us.

Second, I did change specific names in any quotes I used. This, again, is an effort to assure that what you said remains confidential.

You will find that the number of quotes does not always match up with the number under "No. times mentioned." If several people made the same comment, I reported that comment only once. On the other hand, if a person made several very different comments on the same topic, I reported all of them.

Finally, the "Specific Questions" may not all have been specifically asked of you. If we had already discussed the topic earlier in the interview, I did not reask the question. In a very few cases, where the interview lasted longer than planned, I was not able to complete my list of questions.

Once again, many thanks for the time you spent with me. The opinions you provided will be very valuable as we try to incorporate your suggestions into future planning in the ____________________ school system. If you have any questions, I encourage you to call me.

Happy Holidays!

Sincerely,

Lynn Karges

I. WHAT ARE SOME OF THE STRENGTHS OF THE SCHOOL?

The responses to this question, listed in the order of the frequency with which they occurred, include:

No. Times Mentioned	Item
19	TEACHERS' CONCERN, ACCESSIBILITY, ENTHUSIASM, AND FRIENDLINESS TOWARD STUDENTS AND PARENTS.

Those interviewed specifically mentioned the following attributes of teachers which they feel are a strength of the school:

"They know what's going on and understand the problems of their students."

"They are willing to help work out any problems you see."

"They take a personal interest in the students."

"They make a special effort to help the children and meet their needs."

"They are enthusiastic."

"They are friendly."

"They aren't so old they can't function."

"The staff takes the time to answer your questions."

"The staff is willing to work with you if you have a problem."

"I always feel welcome at school to visit and talk to the teachers."

"If you have a question, you can just call."

"When my children were shy and easily upset, the teachers tried to understand the situation."

"If you have any problems, they're worked out by the staff."

"The staff is concerned about the general welfare of the children and concerned about the home lives of the less fortunate."

"The teachers don't mind having their class interrupted when I have to bring something to my son."

"You can always get a conference if you want one."

"The staff listens to parents' requests and questions."

"They're cooperative."

"They're friendly when you see them, even outside the school."

"When you see teachers when you're at school, they compliment you on your children."

"They're dedicated."

"It was easy for us to get adjusted when we moved here."

No. Times Mentioned	Item
19	THE PRINCIPAL'S FRIENDLINESS, ACCESSIBILITY, AND SENSITIVITY TO THE STUDENTS AND PARENTS.

The explanations of how those interviewed see the principal as a strength of the school include:

"The principal is directed by the needs of the families."

"The principal is up-to-date on what kids need."

"The principal is in touch with the diverse needs of the students."

"The principal knows the circumstances of the families the children come from."

"The principal relates to today's youth."

"The principal makes a habit of meeting with every class."

"The principal interacts with the kids."

"The kids love the principal."

"The kids love having the principal play with them."

"The kids [illegible] often of the principal at home."

"The principal knows the children by name."

"The principal takes a personal interest in the students."

"The principal knows those students who need special recognition."

"The principal has led the school to become more active and involved."

"The principal is fair, understanding of the children and parents."

"The principal is willing to discuss problems. The principal doesn't put you off."

"The principal is trying hard."

"The principal backs both the teachers and the parents."

"The principal has strong discipline."

"The principal is backed by the teachers."

"The principal tries to answer the parents' questions."

"You can call the principal any time you have a question or a problem."

"The principal stood behind me when I had problems with [Kris] and I'll stand behind her now."

"The principal is right there to help you and takes an interest in the parents."

"The principal is very understanding. You can come any time if you have a problem."

No. Times Mentioned	Item
12	OPPORTUNITIES TO PARTICIPATE IN EXTRA-CURRICULAR ACTIVITIES.

The following explanations of this item were mentioned:

- sports
- band
- choir
- field trips
- Cub Scouts
- Bicentennial Parade
- Library helpers
- Safety Patrol
- grooming classes

People interviewed felt these were a strength of the school because:

> "They [sports, Cub Scouts, grooming classes] give the kids something to do after school."
>
> "The kids have a chance to learn things they wouldn't otherwise learn."
>
> "They're educational experiences."
>
> "After-school sports gives them exercise."
>
> "Band and after-school sports gives students something to feel good about."

No. Times Mentioned	Item
11	OFFERING A STRONG EDUCATIONAL PROGRAM.

Those interviewed specifically mentioned the following indications of the strong educational program which they perceive as a strength of the school:

> "Teachers are close to their classes. They are alert to the child's individual needs."
>
> "Students get individual help when it's needed."
>
> "The children are kept with kids like them. They're not held back if they're faster, but they can be with slower kids if they're slower."
>
> "The teachers spot problems their students have right away."
>
> "There's lots of one-to-one. Teachers attend to the individual needs of the child."
>
> "My daughter has developed confidence in herself, thanks to lots of individual attention from teachers."
>
> "Students get a good basic phonics program now."
>
> "The children are kept busy."

"Teachers do a good job of teaching. The kids are well prepared for junior and senior high school."

"They promote the essentials of education--reading, math, and spelling."

No. Times Mentioned	Item
8	OFFERING SPECIAL EDUCATIONAL PROGRAMS.

Specifically mentioned were:

- Pre-Kindergarten
- Mainstream
- Title I

Explanations of how these programs were viewed as strengths of the school include:

"Title I has helped our daughter keep up. The teacher has done a lot for her."

"The children enjoy going to such a cheery room."

"The teacher is tremendous."

"Pre-Kindergarten is so good for learning to associate with other children."

"Our son gets one-on-one help. I'd hate to see money taken away from that kind of help."

"The Mainstream teacher can take time to be with [Jim]. Otherwise, he wouldn't be as far as he is."

"The program has done [Bill] a lot of good."

"Title I teachers have time to spend with each individual child, where the teacher doesn't have the time."

Less frequently mentioned strengths of the school include:

No. Times Mentioned	Item
4	MEN ON THE STAFF
4	STUDENTS SWITCHING TEACHERS
4	STRICT DISCIPLINE IN THE SCHOOL
4	HELPFUL, WELL-QUALIFIED NONCERTIFIED STAFF (aides, secretary)
3	PROXIMITY OF SCHOOL TO HOMES
3	AN ACTIVE PTA
3	THE NEW IMC
2	HAVING SELF-CONTAINED CLASSROOMS INSTEAD OF PODS
1	USING OUTSIDERS IN THE SCHOOL (junior high school tutors, residents)
1	A SATISFACTORY HOT LUNCH PROGRAM
1	HAVING PHYSICAL EDUCATION CLASSES EVERY DAY
1	STUDENTS BEING ABLE TO COME HOME FOR LUNCH
1	THE SIMILARITY OF BACKGROUND OF FAMILIES
1	CHEERFUL, PLEASANT BUILDING
1	GOOD FIRST-AID TREATMENT AVAILABLE
1	EMPHASIS ON PATRIOTISM
1	CHRISTMAS GIFT EXCHANGE

II. WHAT ARE SOME OF THE WEAKNESSES OF THE SCHOOL?

The responses to this question, listed in the order of the frequency with which they occurred, include:

No. Times Mentioned	Item
13	A FEW UNCONCERNED, UNENTHUSIASTIC, UNCOMPASSIONATE, UNCOOPERATIVE TEACHERS.

The explanations of this weakness include:

"Some teachers at the school aren't organized for a classroom of students."

"Some of the teachers can't function; they can't handle the situations in the class."

"[Jane] has had a teacher who pulls her hair and doesn't listen to what her doctor and I feel her needs are."

"Children need young, active teachers."

"Some teachers just try to teach till they're 65."

"Discipline is one thing, but berating a child in front of others is destructive."

"A teacher can be strict, as long as she lets you know she likes the child."

"Children have to have the incentive of being able to please the teacher and knowing that they can get teacher approval."

"Teachers shouldn't be there if they can't take the kids."

"I don't go along with having favorites and holding this child up to the class. That causes the child to get a big head or the class to hate the child."

"I object to having a teacher talk about her personal problems during a conference or with her class."

"A teacher may have had a tough life, but that's not my son's fault and she shouldn't take it out on him."

"A teacher has to be able to relate to parents. When she's wishy-washy in a conference, it looks like she doesn't know the kids."

"There are lots of complaints about her lack of discipline."

"She gossips in the lounge about her kids, so she sets up an impression of the kids in the minds of the other teachers."

"I don't think she really likes children."

"A teacher should be human and compassionate, yet firm. Children shouldn't be petrified in school with lots of yelling."

"I asked for front row seating for [Jim], because of his hearing problem. She seated him in the back of the class. When he wasn't getting his work done, she said it was because he wasn't trying to hear."

"With teachers' rights, the principal's hands are tied with the poor teacher."

"Poor teachers are protected by other teachers."

"Teachers' unions are so strong that parents can't fight against poor teachers."

"Teachers should be screened more thoroughly."

"They ought to put the poor teachers in a job where they're not teaching kids."

No. Times Mentioned	Item
11	UNSATISFACTORY LUNCHROOM AND HOT LUNCH PROGRAM.

Particular weaknesses relative to the lunchroom and hot lunch program include:

"It's crowded."

"The kitchen is dirty."

"The lunchroom is drab and dreary."

"Everyone's talking over everyone else, so it's noisy."

"The children have to gulp their food. They're hurried."

"It's hectic in the lunchroom."

"They're so rushed the children have to bring part of their lunch home with them. They need to eat in leisure."

"The facilities are sure limited."

"The hot lunch program is inadequate."

"The children should have a meal out of a kitchen, not TV dinners."

"I wish they could have a more staggered lunch period."

"My children won't eat hot lunch, and they're not picky eaters."

"I'd like to see home-cooked meals."

No. Times Mentioned	Item
9	INADEQUATE PLAYGROUND SUPERVISION AND UNACCEPTABLE WEATHER CONDITIONS FOR BEING OUTSIDE.

Explanations of the problems involved with the playground include:

"Older kids pick on the younger ones."

"Supervision on the playground is limited."

"There are lots of fights on the playground, but that isn't just this school's problem."

"Playground supervision is better than it used to be, but it's still not adequate."

"The playground is terribly rough. It's too bad there's not more help."

"The kids are sent outside in bad weather at recess and during lunch."

"Kids have to go outside in the rain because they don't want the school cluttered during the lunch hour or recess."

"The doors are locked until it's time to come in. A friend of [Mark's] had a bloody nose and couldn't get in. The teachers just ignored the knocking on the door."

"The playground area is being wasted. If it was developed, it would be a shot in the arm for the west side."

No. Times Mentioned	Item
4	INADEQUATE CROSSWALK HELP.

Explanations of this weakness include:

"The Safety Patrol can't let kids cross unless there aren't any cars, so the kids have to wait in the rain to cross."

"______ is a busy street, but there's a crossing guard at only one spot."

"The Safety Patrol is only on one side of the school. There should be more patrolmen with students coming from every direction."

No. Times Mentioned	Item
4	NOT USING THE SCHOOL'S FRONT DOORS.

Explanations include:

"I don't mind when it isn't raining. But if they have to run to their door in the rain, I wonder why I even bother to bring them to school."

"In spite of rain, they have to go all the way around the school to their door. They should be able to go in any door.

"They should be able to go in the door that they live near."

Less frequently mentioned weaknesses include:

No. Times Mentioned	Item
3	INSUFFICIENT PRIOR NOTIFICATION ABOUT PTA
3	INADEQUATE SPACE FOR PLAYS, SINGS

No. Times Mentioned	Item
3	GRADING SYSTEM
2	PUSHING KINDERGARTNERS INTO READING
2	INAPPROPRIATE PTA ACTIVITIES
2	LARGE CLASS SIZE, IN THE PAST
2	BAND TIME RESENTED BY TEACHERS--INTERRUPTS CLASS
2	STUDENTS HAVING TO SWITCH TEACHERS
2	LACK OF REGULAR COMMUNICATION ABOUT THE CHILD AND HIS WORK
1	TEACHER'S FAVORITISM OF CERTAIN STUDENTS
1	TOO STRICT IN BEHAVIOR EXPECTATIONS
1	STUDENTS ALLOWED TO FREELY MOVE AROUND THE SCHOOL
1	HAVING AIDES GRADE PAPERS
1	TEACHERS NOT RECOMMENDING RETENTION
1	CHANGING MATH CURRICULUM
1	INCONSISTENCY IN TEACHERS' HANDWRITING EXPECTATIONS
1	LACK OF PRE-KINDERGARTEN REGISTRATION NOTIFICATION
1	OVEREMPHASIS OF READING, TO THE DETRIMENT OF STUDENT MOTIVATION IN OTHER SUBJECTS
1	NO PERSONAL COMMUNICATION TIME FOR STUDENTS
1	COUNSELOR LACKS CONFIDENTIALITY
1	TRAFFIC JAM AT THE SCHOOL WHEN IT RAINS
1	ACCEPTANCE BY TEACHERS OF PROFANITY, STEALING, BULLYING
1	TEASING AND DISCRIMINATION OF STUDENTS BY OTHER STUDENTS
1	NOT ENOUGH PARENTS SHOW INTEREST IN WHAT THEIR CHILDREN ARE DOING

No. Times Mentioned	Item
1	STUDENTS HAVING THE SAME TEACHER TWO YEARS IN A ROW
1	INITIAL FEELINGS OF BEING UNWELCOME TO VISIT SCHOOL
1	BASICS OF PHYSICAL EDUCATION AREN'T TAUGHT
1	SCHOOL SOMETIMES IS INSENSITIVE TO CHILDREN WITH HANDICAPS
1	SPELLING MISTAKES GO UNCORRECTED
1	SLOW STUDENTS DON'T DO EVERYTHING THE OTHERS DO, YET ARE EXPECTED TO COMPETE WITH EVERYONE IN JUNIOR HIGH SCHOOL
1	TEACHERS ARE HUNG UP ON AREAS OF STUDY THEY'RE INTERESTED IN
1	WARM MILK
1	NO OPPORTUNITY FOR BAND EXPERIENCE IN EARLY GRADES

III. WHAT ARE SOME OF THE WAYS IN WHICH YOU LEARN ABOUT WHAT IS HAPPENING AT THE SCHOOL?

The responses to this question, listed in the order of the frequency with which they occurred, include:

No. Times Mentioned	Item
30	CHILDREN

Explanations include:

"When the children are happy or unhappy, I hear about it."

"My girls are tellers; I have to ask my son."

"My son is free to talk. He likes school and talks about it."

"The kids tell about the day-to-day happenings."

"The children are aware of what's going on and they tell."

"My children are very vocal about their feelings about school."

"If your children talk, you hear about school; if they don't talk, you have to rely on gossip and hearsay."

Five parents mentioned that their children are not good sources of information about school:

"[Susan] has to be pried to talk about school."

"I never know if it's exactly the way they tell it."

"You can only believe half of what they tell you."

"My children don't offer much information without being questioned."

"Kids telling messages to their parents doesn't work. [John] forgets to tell me."

No. Times Mentioned	Item
27	WRITTEN COMMUNICATION (NOTICES, NEWSLETTERS, NEWSPAPER ARTICLES)

Examples of how parents feel about written communication as a means of learning about the school include:

> "I appreciate getting the notices."
>
> "The notes get home without a problem, especially if the message interests my daughter."
>
> "I prefer notes over having the child give the message. With a note I know the child really does need the money or whatever."
>
> "I notice they aren't sending the school calendar home anymore. I miss it."
>
> "I learn best about what's going on with notes that are brought home."
>
> "The Pre-Kindergarten newsletters give us an idea of what's going on at school."
>
> "The newsletter from [Chuck's] room is the only way I hear about what's being taught and what I can do to help him."

Suggestions for improvements in written communication include:

> "I wish we had a letter coming home that tells the important dates."
>
> "My youngest child loses the notices. My older child would be more responsible."
>
> "It would be ideal if each child got a copy of the note, in case a teacher forgets to send home the note or if my youngest isn't responsible."

No. Times Mentioned	Item
17	OTHER ADULTS

Explanations include:

> "Other mothers call to find out what I know about school."
>
> "Parents in the neighborhood talk about the school."
>
> "My friends at work and I talk about school."
>
> "I often talk with my neighbor. She's at school a lot and knows what's going on."
>
> "One of the Vice Presidents of PTA keeps me informed about what's going on at school."
>
> "We talk about teachers and school events over coffee."

Five mentioned that they don't learn from other adults:

> "I don't talk much to my neighbors. If I do, it's not about school."
>
> "None of my neighbors are very well informed about what's happening at school."

No. Times Mentioned	Item
13	VISITING SCHOOL

Explanations include:

> "I can observe a lot when I go to school."
>
> "If I'm upset about something, I come to school."
>
> "There's nothing like seeing the classroom to see what's going on."
>
> "When I go to school, I learn a lot from the signs in the hall."
>
> "I'm at school at least once every two weeks."
>
> "I walk around and talk to people at school."
>
> "I'm up at school a lot."

No. Times Mentioned	Item
9	PARENT-TEACHER CONFERENCES

Parents explain that:

> "Conferences are an especially good way to learn about what's happening at school."
>
> "At conferences, teachers tell what's going on and how children are doing."
>
> "At conferences you find out what's really going on."
>
> "Conferences tell a lot more about what's going on than report cards do."

No. Times Mentioned	Item
9	PTA

Explanations include:

> "I find out what's happening at PTA meetings."
>
> "When the PTA calls for help, I find out what's going on."
>
> "I learn from the PTA programs and from the minutes they read."

Four specifically mentioned that they don't learn about school from the PTA. For example, one person stated:

> "PTA doesn't tell anything about what's happening at school."

No. Times Mentioned	Item
8	TALKING WITH TEACHERS

Explanations include:

> "If there's a change in my daughter's attitude or work level, the teacher calls me within a week. I've asked her to do that."

> "I like to be called for both good and bad behavior. I like to know what's going on."

> "I call school to check up on my children. I like to know what's going on."

> "I sometimes can get my questions answered by just calling the teacher."

No. Times Mentioned	Item
7	VOLUNTEERING AT SCHOOL

Explanations include:

> "I volunteered at school to find out for myself if the rumors I'd heard about its being such a bad school were true."

> "I learned a lot about the school when I listened to kindergartners read."

> "I learn what's happening when I'm a room mother."

Other methods of learning about what's happening at school include:

No. Times Mentioned	Item
4	TALKING WITH FRIENDS WHO ARE EMPLOYEES OF THE SCHOOL
1	READING THE NEWSPAPER
1	LISTENING TO THE RADIO
1	WATCHING THE SCHOOL

IV. WHAT OPPORTUNITIES DO YOU HAVE TO BECOME INVOLVED IN WHAT IS HAPPENING AT THE SCHOOL?

The responses to this question, listed in the order of the frequency with which they occurred, include:

No. Times Mentioned	Item
28	PTA

Of these, 18 suggested attending PTA meetings, though 6 of them admitted not attending PTA because they're too busy.

Nine of these suggested helping with PTA projects, such as the rummage and bake sales, by donating or actually working.

One parent mentioned that the special projects are a "good chance to meet other parents, too."

One parent suggested that PTA is not a good time for asking questions. "You don't get anywhere unless you are an officer or have connections with an officer."

No. Times Mentioned	Item
28	VOLUNTEER IN THE CLASSROOM

Explanations include:

> "If you volunteer, they'll always find something for you to do."
>
> "You can listen to children read."
>
> "Teachers ask for help. They're always thankful for the help."
>
> "You can respond to notes asking for help with projects in the classrooms."
>
> "The teachers can always use your special talents and interests."
>
> "Teachers are always asking for volunteers. They're always welcome."

"They've needed help with vision tests. I've helped there and in the library, putting cards back in the books."

"I make a pest of myself. It's a way to find out for myself if the rumors about the school are true."

"I helped kindergartners with motor-coordination activities."

"There's always a need for field trip chaperones."

"You can help by being a resource person--like in the grooming program."

"You can help with classroom projects."

"They can always use your help with lunchroom and playground supervision."

"Many people don't volunteer because they're afraid it might appear that they're asking for favoritism for their children."

"When my son was having problems in kindergarten, I helped in his room."

No. Times Mentioned	Item
20	BEING A ROOM MOTHER

As one mother said, "You don't have to do much when you're a room mother. I never had a problem getting room mothers when I was Head Room Mother. I asked people I knew."

Less frequently mentioned opportunities for becoming involved include:

No. Times Mentioned	Item
4	LETTING THE SCHOOL KNOW YOU'RE INTERESTED
3	BEING AN AIDE
3	VISITING THE CLASSES
1	CONFERENCES

No. Times Mentioned	Item
1	GIFT EXCHANGE AT CHRISTMAS
1	BROWNIES
1	LISTENING TO YOUR OWN CHILDREN

V. WHAT OPPORTUNITIES DO YOU HAVE TO BECOME INVOLVED IN DECISION MAKING AT THE SCHOOL?

The responses to this question, listed in the order of the frequency with which they occurred, include:

No. Times Mentioned	Item
15	TALKING WITH THE TEACHER

Explanations include:

> "In conferences I can influence how my child is taught."
>
> "In conferences you can tell what you've noticed at home, what the child doesn't know."
>
> "Teachers are glad to listen if there's something on your mind."
>
> "Teachers are very receptive to a phone call when you've noticed a problem."
>
> "I don't like to bother teachers, but if there's a problem, I won't hesitate."
>
> "You can call the teacher or have a conference to find out what a child's problem is."
>
> "The teachers are receptive to suggestions."
>
> "Teachers call if your child is having problems. They don't wait for conferences."
>
> "If I notice that [Jim] is having a problem, I come to school to talk to the teacher. [Jim] would either get extra help or the teacher would explain to me what I could do to help him."

Two parents indicated that approaching teachers about problems in regard to their children wasn't well received.

No. Times Mentioned	Item
8	APPEAL TO THE SUPERINTENDENT OF SCHOOLS OR THE SCHOOL BOARD

Explanations include:

> "If you really have a problem, you could go to the School Board. I did a year ago, but only because I knew a Board member."
>
> "If you sound out long and loud enough, the School Board listens."
>
> "If your complaint is bad enough, you can go to the School Board or the Superintendent. I never have."
>
> "I've written to the Superintendent only once. That was to complain about a poor teacher."
>
> "I don't know if you could get very far by going to the School Board. I never went to the Board."
>
> "People don't use the School Board because they feel it's decided what is going to be done, so they let it go."

No. Times Mentioned	Item
7	APPEAL TO THE PRINCIPAL

Decision-making involvement with the principal is more in terms of appealing decisions affecting instruction, rather than in an advisory position. For example:

> "You can meet with the principal if your child's having problems."
>
> "If talking to the teacher doesn't work, you can talk to the principal."
>
> "You can talk to the principal if you're unhappy. She'll listen and do something about it if it's a problem."

Less frequently mentioned opportunities to become involved in decision making include:

No. Times Mentioned	Item
1	SIT IN ON PTA EXECUTIVE BOARD MEETINGS
1	SHOW INTEREST TO STAFF; THEY'RE ALWAYS LOOKING FOR OPINIONS
1	GIVE INPUT TO CITY-WIDE CURRICULUM COMMITTEES IF YOU KNOW SOMEONE ON ONE
1	VOLUNTEER AT SCHOOL
1	FILL OUT QUESTIONNAIRES SENT HOME

Five people specifically mentioned that they aren't interested in being involved in decision making. They explained:

> "I don't know what they should and shouldn't be teaching. I think they should teach what they think is best."
>
> "Teachers see things I don't see. They notice any problems before I do."
>
> "Parents can't change the curriculum. It's handed down."
>
> "The teacher asked if she could move [Todd] up in reading. I left it up to her. She knew his ability better than I did."

VI. WHAT ARE SOME OF THE EFFECTIVE ASPECTS OF SCHOOL-COMMUNITY RELATIONS AT THE SCHOOL?

The responses to this question, listed in the order of the frequency with which they occurred, include:

No. Times Mentioned	Item
18	TEACHER ACCESSIBILITY, COOPERATION, AND CONCERN

Explanations include:

"There are many opportunities to get to know the teachers better."

"The staff [teachers and principal] takes the time to talk to parents when they come to the building. Parents feel welcome."

"Teachers are always willing to have a conference; even if everything is okay, you can get a conference."

"Parents can go to school any time and ask questions."

"Teachers contact parents about a problem before it becomes a big problem."

"I call school if there's a problem or the teacher calls me if there's a problem."

"The teachers and whole staff are willing to talk to parents. Parents feel they've accomplished something when they've talked."

"I've always felt if there's a problem, I could call the school."

"Teachers keep the parents informed, through notes and calls."

"Parents see teachers cooperating with PTA projects. They see that teachers are interested, too."

"Teachers attend PTA."

"Parents see teachers involved in extra things, like after-school sports."

"Communication's good."

"Teachers spot problems right away."

"The teaching staff is interested in the children and their welfare."

"The calls from school about sick children are terrific, especially in the upper grades, to avoid problems with skipping school."

"The principal and unit leaders are aware of the well-being of the students in the school, of the children's economic background and family environment."

"The teachers have a good relation with the kids. They have patience and control of the students, and the kids respond."

"The school is willing to do everything they can to work with you."

"The teachers are interested in the children and their welfare."

No. Times Mentioned	Item
12	THE PRINCIPAL'S FRIENDLINESS AND ACCESSIBILITY TO PARENTS AND STUDENTS

Explanations include:

"The principal is there when a parent is there with a question or problem."

"The principal always stops and answers your questions."

"The principal bends over backwards to be nice."

"The principal doesn't let things get out of hand."

"The principal is out with the kids. They like that and so do we."

"If parents have a problem, it's because they haven't come to the principal."

"If there's a problem, parents aren't afraid to discuss it with the principal."

"The principal goes into the classrooms often and makes a point of knowing the kids and parents by name."

"The principal makes you feel welcome whenever you're there."

"The principal is outgoing and friendly. When you go to school, she's there and greeting you."

"The kids are always talking about her."

"The principal makes a point of knowing who you are."

"The principal has a very personal attitude toward students and their families."

"If a child has a problem, they can talk to the principal. She's not just someone to see if you've been naughty."

"The principal has a more humanistic attitude toward the children. She doesn't humiliate them. Her approaches and discipline are effective."

"The principal plays with the children at recess."

"The principal is very down-to-earth, not formal, and not formidable."

"The principal has stressed that the door is open and you should feel free to visit."

"The principal is genuinely interested in your child."

No. Times Mentioned	Item
9	THE INFORMATION EXCHANGED AT PARENT-TEACHER CONFERENCES

Explanations include:

"Parents and teachers get to know each other, and they [parents] get to know what's expected.

"Conferences give the teacher time to ask questions about the child at home."

"I like going to conferences, meeting the teacher and seeing the room."

"I wouldn't want only a written report."

"You get an individual picture of your child. A child doesn't tell you if he's having problems."

"Conferences give parents a chance to find out what's really going on and to express their opinions."

"They're [conferences are] a good chance to talk with teachers."

"Conferences are a chance to talk to the teacher, find out if there are any problems, and go over report cards."

"If it wasn't for conferences, I wouldn't know what's going on."

No. Times Mentioned	Item
6	THE INFORMATION EXCHANGED AND MONEY EARNED AT PTA MEETINGS AND PROJECTS

Explanations include:

"PTA meetings are a way to find out about school and what's happening."

"Events happening at school are announced at PTA. They'll say that hearing tests have been completed for a grade or whatever."

"PTA projects, like the Carnival and Open House, are terrific."

"The PTA projects are a way to earn money for things the school needs. Like the Carnival."

"People from the whole area vote at the school. The bake sale at the elections is fantastic for the school."

No. Times Mentioned	Item
6	OPEN DOOR POLICY

Explanations include:

> "The school doors are open all the time. If parents have a concern, they can visit the school."
>
> "The staff makes you feel welcome. You can come down and sit and watch. You're always welcome."
>
> "Being told to call or visit if you have any problems makes people feel good about the school."
>
> "The principal has stressed that the door is open and you should feel free to visit."
>
> "Parents feel welcome to visit school."

Less frequently mentioned effective aspects of school-community relations at the school include:

No. Times Mentioned	Item
3	STRONG ACADEMIC PROGRAM
3	STUDENT VISIBILITY THROUGH PTA AND COMMUNITY PERFORMANCES
2	STUDENT HAPPINESS
1	PARENTS AND TEACHERS WORK TOGETHER
1	OUTSIDE ACTIVITIES PERMITTED TO MEET AT SCHOOL
1	VOLUNTEER PROGRAM--LETS PARENTS LEARN WHAT'S GOING ON
1	CHANCE FOR STUDENTS TO GO ON TRIPS--OTHERWISE THEY WOULDN'T GET A CHANCE TO GO THESE PLACES
1	HAVING THE CHRISTMAS SING ON TWO SEPARATE DAYS
1	ALL THE NEW ACTIVITIES [EATING LUNCH OUTSIDE, SAFETY PATROL TRIP, COMMENDATION FORMS FOR PERFECT ATTENDANCE]
1	TRYING TO GET EVERY PARENT INVOLVED
1	PROVIDING GROCERIES FOR POOR FAMILIES OR THOSE WHO'VE HAD A DEATH

VII. WHAT ARE SOME OF THE INEFFECTIVE ASPECTS OF SCHOOL-COMMUNITY RELATIONS AT THE SCHOOL?

The responses to this question, listed in the order of the frequency with which they occurred, include:

No. Times Mentioned	Item
6	TEACHERS WHO ARE INACCESSIBLE AND UNCOOPERATIVE

Explanations include:

"Some teachers put parents off if they call to complain or to ask a question. It's annoying when the teachers can't arrange time to talk."

"[Jane] had a teacher who wouldn't respond to any of our requests. We asked her not to keep her after school and she did. We asked her to seat [Jane] in a front desk and she put her in the back. We asked her not to give [Jane] homework one weekend we were going away and she did."

"When a teacher pulls hair to get a child's attention if he dozes off or is lazy, parents get upset."

"The teacher my daughter had would slap children. That upset the other children for the whole day."

"If parents don't cooperate, the school can't do anything--and vice versa."

"My son had a teacher who refused to cooperate with the doctor's prescription."

No. Times Mentioned	Item
6	INADEQUATE COMMUNICATION BETWEEN HOME AND SCHOOL

Explanations include:

"There isn't much communication unless the child is having a problem."

"Few papers [seat work] are sent home. The teachers collect them for conferences."

"I wish there was more contact between the parents and the school. I wish I knew what was happening."

"Teachers haven't notified the home soon enough about problems."

"Notes are sent home with the youngest child. They don't make it home all the time. The oldest child in the family would be more responsible."

"If announcements aren't written down, they don't get home."

"PTA notes come home late, if at all."

No. Times Mentioned	Item
4	PARENTS' APATHY

Explanations include:

"When children complain about their teachers, parents don't bother to follow up the complaints."

"Not enough parents get to know the principal. If they knew her, they'd respect her."

"It's impossible to reach those parents who don't want to be reached. There's no way to draw people in if they don't want to come to PTA. So we have poor attendance."

"Weakness in home-school relations are created by parents, not by children or teachers."

No. Times Mentioned	Item
4	INAPPROPRIATENESS OF PTA EXPENDITURES AND PROGRAMS

Explanations include:

"PTA money is used for non-child activities, like luncheons for the teachers and teachers' meetings.

> "The PTA doesn't do that much for the school. PTA money should directly benefit the kids."

> "PTA members have no input on how the money is spent unless they're on the board."

> "With so many parents working nights, it's hard for them to attend events at school."

> "Parents could learn at PTA. But it's so poorly attended."

No. Times Mentioned	Item
3	PURCHASING SUPPLIES

Explanations include:

> "I just finish paying for the supplies the kids need, then I have to buy workbooks, too."

> "I don't mind buying a few pencils, but I think the school should supply the workbooks."

> "I wish the fees were a little higher so they'd include workbooks."

> "When the supply lists are sent home at the beginning of the year, the stores are out of supplies right away. So the kids don't have supplies for the beginning of the year."

Less frequently mentioned ineffective aspects of school-community relations at the school include:

No. Times Mentioned	Item
2	SENDING SIXTH GRADERS TO THE JUNIOR HIGH SCHOOL
2	RELIGION NOT BEING ALLOWED IN THE SCHOOL
1	POOR HOT LUNCH PROGRAM
1	HAVING TO MAKE TWO TRIPS TO THE SCHOOL FOR CONFERENCES
1	THE SECRETARY BEING SHARP AND PUTTING PARENTS OFF

No. Times Mentioned	Item
1	PRINCIPAL BEING PROTECTIVE OF SCHOOL AND NOT LETTING NEW IDEAS IN
1	PRINCIPAL USING "LOVE" TOO LOOSELY
1	NOT FEELING WELCOME TO VISIT CLASSROOMS, NOT HAVING A CHANCE FOR A WHOLE GROUP OF PARENTS TO VISIT ONE CLASSROOM
1	NEGATIVE NEWSPAPER COVERAGE OF WEST-SIDE SCHOOLS
1	TEACHERS ASKING FOR SO MUCH MONEY
1	THE SCHOOL'S SIZE--HARD TO KNOW EVERYBODY
1	CHILDREN HAVING TO WALK IN RAIN TO A SPECIAL DOOR
1	CHILDREN HAVING TO WAIT IN THE RAIN AT THE CROSS-WALKS

VIII. SPECIFIC QUESTIONS

A. Christmas Sing

There was unanimous enjoyment of the Christmas sing, as well as general agreement that the students and teachers do a fantastic job. The Christmas sing's major value, according to those interviewed, is that the students enjoy giving of themselves and are drawn into the spirit of Christmas by the sing. Parents report that the Christmas sing is very important to the students.

A common concern was the crowd at the sing. Many people commented that the most important part of the sing is for the children to see their parents and the parents to see their children. As one parent said, "It's hard when there are so many people." In response to this problem, five parents specifically said that they like having the sing on two separate days "so you can see your child and it's not so crowded." Another five parents specifically mentioned that it was hard to take off two days from work when the sing was spread over two days and would prefer having the sing on a single day.

Three people also criticized the inclusion of teachers among the performers. "It's the kids' big time. There's too much else going on for teachers to perform."

Several people also mentioned the location of the sing. "The gym's not the place to have it. Everyone's on the floor level. The children need to be up and away so we can see and they can see us."

A final criticism was that it is difficult to hear. "I wish they'd use speakers. It's irritating not to be able to hear."

Though the Christmas sing is a PTA function, there was no mention of its association with PTA. It is considered more of a school than a PTA function.

B. Spring Sing

As part of the first principal's retirement, an entire school sing was held in the courtyard between the two wings of the school. There was general agreement that the event was very nice in spite of the heat that day. "It gave the children a chance to show what they'd accomplished, other than reading and math. There was lots of talent there." Others among those interviewed commented that, "It helped make parents aware of what's happening at school and the children knew that the parents knew." Again, people agreed that they liked to see the students perform.

There was almost total agreement that it would be nice to make the spring sing an annual event. The only hesitation was that preparation for the spring sing should not take time away from the students' other studies.

C. PTA

There was general agreement that PTA attendance isn't what it should be and that "the only way to get a good turnout is to have the kids do something." Changing the timing of PTA meetings would not help attendance, according to a majority of those interviewed. Most people commented that they don't go to PTA meetings because of the content of meetings. "Nothing is going on. . . . PTA activities haven't been worthwhile to me, except as a chance for the kids to perform. The programs haven't offered me anything I needed. . . . They just have the same things over and over. . . . PTA isn't used for parents and teachers to communicate, like it should be. It's strictly a money-making organization. . . . The PTA hasn't contributed anything outstanding, outside of money. . . . The speakers are speakers you can hear other places. . . . I get more out of talking to the teachers than listening to a boring speaker."

Others object to PTA because of its affiliation with the national organization. "The name 'PTA' has been abused too much. . . . I wish we kept all of the money that's earned at school and didn't have to pay national dues. . . . Of the dollar paid for dues, 80 cents goes to the national organization. That 80 cents should be used for something here."

Still others object to PTA because of its money-making function. "It's strictly a money-making organization. . . . The money that's made is supposed to be spent on the kids, not for shelves and fire extinguishers. . . . PTA money should directly benefit the kids. They need equipment for the playground, P.E. equipment. They could fix the lunchroom or buy library books. But not shelving. . . . PTA members have no input on how the money's spent unless they're on the board. One or two people have an idea, so that's how it's spent."

Another objection to PTA is that only certain classes of students are able to make presentations for PTA. "It's not fair that the same rooms always do the square dance. They should have all fourth graders or take turns. . . . Other kids resent not being able to present. . . . Your child has to be in certain rooms to participate.

That's discrimination. . . . I wish all rooms could perform during the year. One grade should perform each month."

Several parents mentioned the representativeness of the board members. "There's no turnover. The same people are on the board year after year. They don't represent the total group of parents and teachers at the school. . . . It's always the same clique of people. We can't get others involved."

Two final suggestions voiced by several parents were that a public address sytem be used for PTA meetings so everyone could hear and that notification of PTA meetings be sent home earlier so plans could be made to attend.

Several of those interviewed mentioned liking the PTA effort to "correct social wrongs. The campaign to get obscene magazines out of children's view was a worthwhile orientation for PTA."

D. Square Dance

One of the PTA events involving a student performance is the square dance. Other than wishing that more students could be included in the presentation, parents are very pleased with this event. "It brings out even the quiet child. . . . It brings boys and girls together to cooperate. . . . It's good for the kids to be exposed to different types of learning. . . . Those teachers went out of their way to do something extra. . . . When the kids are excited, it's fun."

E. Open House

Another PTA event is the Open House, held in September. Most parents enjoy this program because it draws teachers, parents, and children closer together. "It's a good opportunity for parents and teachers to learn about each other. . . . It sets up a good relationship from the beginning of the year. . . . I like having a chance to talk to the teacher. . . . You can find out if the child is off to a good start. . . . I like to know the environment they're in. . . . You learn where the teacher is located in case you need to get in touch with her."

Several parents had suggestions for improving the Open House. "I wish they explained PTA for the people who are new to ________. New people should be aware of the purpose of the PTA. . . . It comes so early in the year that the teacher doesn't know how the child is doing. . . . I wish teachers could make general comments to all parents as a whole. Otherwise teachers get too busy to talk to everybody. . . . You can't get very involved in talking to the teacher because of all the people."

F. Report Cards

The present report cards utilized at the school are generally disliked, not understood, and require explanation at parent-teacher conferences.

Twenty-four of the 37 people interviewed indicated a dislike of the 1, 2, 3 system. Their major objections were that the 1, 2, 3's are difficult to understand and don't indicate whether a child is making progress. "I don't think the report cards tell a lot. They're just opinion cards. . . . It's hard to know what grade level the kids are working at. . . . They don't tell the level of a child. There's no ability indication. . . . [Karen] gets ones even though she's not reading at her grade level. . . . If they're having problems keeping up, the report cards should show it. . . . The children don't really understand them. . . . It's hard to compare a child to himself. . . . I didn't know [John] was behind until I had a conference. . . . You can't determine if progress is being made."

Parents also objected to the present report card because of the lack of consistency and objectivity among teachers in filling it out. "Some teachers are more fair than others in their marking. . . . Different teachers have different thoughts about how to mark the report card. That's not so true with A, B, C's. . . . New teachers don't give 1's. . . . Teachers mark them different; some start with all 2's so there's room to improve. . . . Some teachers use '+' and '-' along with the numbers, others don't. . . . Too often teachers have personal feelings about children and they reflect them in the report card. It doesn't really reflect a child's effort, only the teacher's judgment."

Another objection to the present report card is that it lacks consistency with the grading system used in junior high, high school, and college. "At the junior high, it's back to A, B, C. The grading needs consistency. . . . The report cards are hard when they're planning to go to college."

The most frequently supported alternative to the present marking system is A, B, C's. Twelve of the 24 who opposed 1, 2, 3's suggested returning to A, B, C's. "I like A, B, C. I understand them better. . . . I'd like to see them go back to A, B, C so I'd know what's going on. . . . A, B, C are easier for parents to comprehend. . . . A, B, C's are more specific and more understandable. . . . We're used to the way we were graded."

Others who were unhappy with 1, 2, 3's had different suggestions as to how to improve the reporting system. Two suggested using both numbers and letters to compare a child both with his own ability and with his classmates. Another was in favor of returning to U (unsatisfactory) and S (satisfactory). Still another suggestion was to do away with report cards and have four conferences for reporting to parents.

Among the twelve who reported liking the present grading system, there was a general misunderstanding of the 1, 2, 3's and their uniqueness compared to A, B, C's. Five of the twelve specifically stated, "I like 1, 2, 3. They're just like A, B, C." Others appeared to understand the present marking system and liked the emphasis on the individual student. "It's most fair to be judged by your efforts. . . . What's important is how hard your child is working. . . . If you want to know how your child compares with other children, the teachers will tell you during conferences. . . . I like having the child compared with his own ability. I already know if he's in the high, middle, or low group. . . . A, B, C's aren't fair in elementary schools."

Other comments made about the present report cards include: "I like having explanations written on the bottom of the card. . . . I wish they broke up the citizenship grade. Now you don't know exactly what's wrong. . . . The teachers should tell the students what they're getting before their parents go to conference. My daughter was a wreck waiting to hear what the teacher had to say. . . . Some teachers fill in the report card during the conference. Then the grade isn't a reflection of the total marking period."

Conferences were viewed as an essential part of reporting to parents. Conferences help make the present reporting system meaningful. "The report cards are fine, as long as there's a conference; they need extrapolation on what parents should know about. . . . The report cards make the conferences really important. . . . If there's a problem with a report card, the teacher can explain it at conferences."

G. Conferences

There was almost unanimous agreement that parent-teacher conferences are an opportunity for a very useful exchange of information between parents and teachers. "If you have a question, it's a chance to have a formal meeting. . . . It's a chance for parents and teachers to meet and hash things over. . . . Conferences help teachers who are working with children of different backgrounds. . . . It's an opportunity to see what the children are doing. . . . I like to see the books and workbooks. It's a chance to ask questions and to exchange information. . . . Conferences are good for getting to know the teacher and what she thinks of your child. . . . It's a good time for the teacher to tell parents where their child needs extra work. . . . They promote good relations and understanding with the teacher. . . . Without conferences we wouldn't be aware of things we should be. . . . Problems can be worked out in conferences."

Other aspects of parent-teacher conferences which those interviewed liked include: "You can get a conference whenever you need it. . . . You get your 15 minutes. If you need more time, you can get it. . . . It's the only time some parents are in the school. . . . I like not having to go to every conference if one isn't needed. . . . At least one conference per year is important. . . . You get a notice of conferences plenty in advance. . . . The teachers are nice to arrange conferences one after another if you have several children. . . . I like being able to bring your child along to the conference."

Several parents mentioned that parent-teacher conferences aren't helpful. "Teachers don't lay it on the line. They seem afraid to face the parent and say the child isn't doing what he should be. . . . Some teachers find it hard to be perfectly honest. . . . I feel comfortable, but the teachers seem shaky, like the parents are going to complain or criticize. . . . The teacher just says your child's doing good. It's a waste of time. . . . There's too much subjectivity. Teachers look for what they want to see. . . . They don't tell you much."

A second major criticism of parent-teacher conferences is that all of a child's teachers aren't present at the conference. "I wish all of [Bill's] teachers could be there for a conference. I guess that would tie up too many teachers. . . . I want to talk to the teacher, not just get a note from some teachers. . . . If a teacher can't be at the conference, I wish she would have a note for the teacher having the conference."

There was strong support for teachers notifying parents of a problem when it first appears and not waiting until the conference. "Teachers shouldn't wait for a conference to let the parents know about a problem" was a frequently expressed comment.

Several parents also mentioned the difficulty of arranging a conference time. "It's hard to get a time for a conference when you work. . . . You can't get a conference time at night with some teachers."

H. Newsletter

There is a strong agreement about the value of individual classroom newsletters among those parents who have received them. "A class newsletter gives you an idea of what they're doing at school so you can help at home. . . . The newsletter kept me abreast of what was happening in [Tom's] class. . . . It keeps you better informed about what's going on from week to week. . . . I kept all of [Mary's] newsletters. . . . I've saved every newsletter from Mrs. [Jones] and Mrs. [Daley]. . . . The teachers are going above and beyond to send home a newsletter. . . . It's good if your kids don't tell what's going on. . . . I wish all the classes had a newsletter." There was also a general agreement that the newsletters published by the students at the junior and senior high school are very worthwhile and enjoyable.

When asked about their reactions to a schoolwide newsletter being published, parents were almost unanimously favorable. "Then you could see what they're doing as a school, not just as individuals. . . . I'd enjoy reading about what neighbor and friends' children are doing at school. . . . Anything that brings information about what's going on at school would be nice. . . . I'm interested in general information about the school. . . . The more information that's out about what's happening at school, the better. . . . It would be nice to announce important dates for a whole month. . . . More people would show up at programs because they could plan ahead. . . . It could replace the PTA newsletter we used to have."

Involving students in writing a schoolwide newsletter was well received. "If children would write it and express themselves, it could benefit the children and parents. . . . It'd be a learning experience for the kids and parents. They'd both benefit from the news in it. . . . A schoolwide newsletter that children write is a very good idea. It helps develop skills in children.. . . If students are involved, it will help them when they become parents."

Objections to a schoolwide newsletter include: "I'm only interested in my children and what they're doing. . . . I don't want a schoolwide one if it takes away from the individual [classroom] ones. . . . My child tells me more than a newsletter would. It would be a waste of paper. I know what's going on at school. I don't need a newsletter. . . . Classroom teachers don't have time to write a newsletter. It wouldn't merit their effort. . . . It might be costly to produce."

I. Parent Advisory Council for Title I

Other than two families who had signed up for the Parent Advisory Council but had not heard anything further, no one was familiar with this advisory group.

J. Parent Volunteer Program

Numerous opportunities for volunteering at the school are available. Among the ways in which volunteers were reported to have been utilized in the school are:

chaperoning field trips
listening to students read
responding to notes asking for help with projects
helping with students' vision tests
replacing cards in library books
supervising the lunchroom and/or playground
answering students' questions
using flashcards
helping with kindergarten registration
helping students with motor coordination activities
being a room mother

Of those interviewed, thirteen had actually been a volunteer at the school in one of the above capacities. They reported having felt welcome and as if their time was spent in a worthwhile way. In two cases, the volunteers did feel that their presence in the class wasn't appreciated by the teacher.

Their reasons for volunteering include: "I enjoy working with children. . . . I wanted to find out whether the rumors about the school are true. . . . I wanted to see what goes on in the school." Lack of time is the major reason for people not volunteering. One parent did mention, "Many parents don't volunteer because it might appear that they're asking for favoritism."

One area of concern mentioned by two volunteers is that they did not work with the children they should have. They said, "I wasn't working with the students I should have been with. I only worked with the best students. . . . The slower learners weren't given extra help."

There was unanimous support for having volunteers work with the children of those interviewed. "Volunteers are nice to have. They give the teacher more time for special attention for those with problems. . . . Having volunteers means my child has extra help. The teacher can't do everything. . . . It's a good change to have a volunteer work with a child."

K. Parent Questionnaire/Survey

Though few of those interviewed had filled out questionnaires or surveys in the past, the majority of them felt that a questionnaire would be worthwhile. Reasons for support include: "People hang back before they complain. . . . It might be the only way some people would express themselves. . . . It's an excellent way to find out how parents feel. . . . You can put down in words what you couldn't say verbally. . . . If it'll help the school, it's worth the time." Two parents mentioned that filling out a questionnaire would be valuable only if the results have an impact on the way the school is run.

Those who felt that the questionnaire would not be worthwhile stated that they could tell the school more easily than fill out a survey. "If I had something to say, I'd say it to the school. . . . If parents are unhappy, they'll contact the school themselves. . . . If you can't tell something to their face, it's not worth writing on paper. Besides, you get further verbally." Others felt that the return on the questionnaires would be poor, and that there would be so much disagreement that the school couldn't please everyone. One person mentioned that "If you waited for a questionnaire to complain, there wouldn't be anything on it about your complaint." Another person stated that, "Many people in this area have the same opinions and similar values. They talk together a lot. I wonder how fairly a questionnaire would be answered."

L. Positive Calls, Positive Notes

Twenty-two of the people interviewed supported the idea of receiving a call or note from the school for a child's good behavior. They saw such contact as an encouragement for the child, as well as for the parents. "They're good if a child needs it for encouragement. . . . [Mick] is real proud of his commendation form. He has it framed in his room. . . . Kids stop and think if they get a pat on the back. . . . I like getting papers saying 'fantastic' and so does [Jim]. A note or call would be real nice. . . . Teachers don't have to do it, but it sure made [Duane] excited. . . . It would be great to get a call or note, especially if you're not expecting one. . . . It would be terrific, especially if the child has had problems. . . . It was a big deal when [Sue] got hers. . . . It would help kids continue to do good work. . . . A commendation form really has done something for the neighbor boy who's gotten them from the junior high school. . . . Now that my oldest daughter got one, the younger ones wish they'd get one. . . . It would be especially good for children who haven't done well but improve. It would really help."

Those who were not in favor of positive calls or notes felt that they would take too much of the teachers' time, that good behavior is just expected of the child and doesn't need to be recognized, or that parents get the praise in other ways. For example, "The teacher doesn't have time. You get that information in conferences anyway. . . . If parents are that concerned, they can call or go to school to visit. . . . It would involve lots of teacher time. You get good comments at school when you see the teacher. They tell me when they see me in the halls. That's enough. . . . Kids shouldn't have to be patted on the back every time they do something good. I just expect the kids to do well. . . . A smile or pat on the child's head is more important than letting the parents know. It gets back to them anyway."

When discussing positive calls and notes, eleven of the people stressed their desire to be notified of inappropriate behavior. "If there's a problem, I want to hear about it when it happens, not have them wait till the next conference. . . . I expect calls for negative behavior. . . . Positive calls aren't particularly necessary, but I definitely want to know if there's a problem."

M. Open Door Policy

As indicated earlier, there is a strong feeling of freedom to visit the school at any time. Examples of the majority of parents' statements include: "The staff makes you feel welcome. You can come down and sit and watch. You're always welcome. . . . The principal has stressed that the door is open and you should feel free to visit. . . . Parents feel welcome to visit school. . . . Teachers always say to stop by anytime. I feel welcome." One parent commented that it would be nice if visiting were encouraged more.

Six parents stated that they hesitate to disrupt the class by visiting. "I feel I'd disrupt the classroom if I visited it. The teachers always tell me I'm welcome. . . . I try not to disrupt the class. I go after school or send a note to have the teacher call."

Three parents commented about the necessity of making appointments for visiting a class. "[Jim's] teacher wants appointments made. . . . I did visit once without an appointment. It shook up the teacher. . . . Some parents object to having to let the teacher know you're coming. They wonder what the teacher's covering up."

The comment was made twice that students feel uncomfortable about their parents visiting school. "The children wonder why I'm there. . . . My children are embarrassed to have me sit in their classes."

N. Curriculum Goals and Expectations

The majority of people interviewed have no complaints about the curriculum at the school. They are convinced that the educational program is strong and provides good preparation for junior high school. "They're doing reading, writing, arithmetic--what they should be doing. . . . They're doing a very good job of teaching. I have no complaints. . . . There were so many kids there, but they did learn. . . . My children have made a good transition to junior high school. . . . The students are well prepared for junior high. . . . I can't complain. They're learning basically what I was taught."

Several parents commented that they could not judge what should be taught. For example, "I don't know what should be taught. . . . I don't know what they should and shouldn't be teaching."

Several parents did have suggestions for improving the curriculum goals and expectations. Three parents mentioned reading specifically. "I wish they would push reading as a habit at home. My children don't read on grade level for pleasure. . . . Reading isn't strong enough. None of my children is an exceptional reader; they're slow readers. They need to push reading more. . . . My husband objects to all the memorization they do, especially in reading and SWRL. He thinks they should learn to break down words." Three parents specifically commented about math. "They need to push math more. . . . I don't go for this new math. . . . I don't understand why they have this new math." One parent talked about the need to push spelling more and another to push penmanship and sentence construction.

Two parents mentioned that students need to be pushed and challenged more than they presently are.

O. Individually Guided Education

Because of the lack of understanding of the term Individually Guided Education, the interviewer divided the term into two parts: switching of students among teachers and grouping of students with similar needs.

The majority of people interviewed had positive feelings about students being switched among teachers. The advantages reported most frequently were that it provides good preparation for the movement of students at the junior high school and relief for students who don't like the teacher to which they are assigned. "They get it [switching] in junior high. . . . It's especially good if the child doesn't like a teacher, so they get out of the room a little while. . . . Some teachers are stronger than others. If children switch teachers, they can learn more. . . . If students don't like one teacher, they would have a switch. . . . It's a chance to get up and move around a little. . . . A different teacher is a new outlet for them to express themselves. . . . It's a chance to get along with lots of kids and teachers. There are more teachers looking at individual children. . . . Switching breaks the monotony. . . . If the child's well adjusted, he shouldn't have problems switching. . . . When team teaching first started, I thought the children might feel more secure with one teacher. That doesn't seem to have affected them."

Seven people expressed concern about the switching of younger children. "It's a pain in the younger grades to move. . . . Switching teachers is good as they get older. In the young grades, they need the togetherness of a class. . . . They're more secure if they have one teacher, especially at the younger age."

The grouping of students according to needs is also generally accepted by those interviewed. Parents see this as an opportunity for their children to gain confidence in themselves. "It's essential that children have confidence in themselves. Then teachers get the most out of them. . . . It's good because the fast students aren't held back by slower ones. . . . I like having the kids going at the rate they should. I don't like it when they have to go on, if they know it or not. . . . It's good to have a child feel comfortable. You'll get better results if the child feels he's with equals. . . . The slower child should go slower and the faster child should go ahead. . . . The teacher can work more with them as a class if everyone has the same ability. . . . I like grouping. Then students can work at their own rate. . . . Students aren't frustrated."

Four parents objected to grouping because students lose their desire to move into better groups. "They really need the chance to strive to the top. The lowest can benefit from working with top students. . . . With grouping, a child doesn't see better students or those striving to be like him. . . . If a child progresses beyond the group he's in, he's not put in a better group. . . . Peer pressure can be bad if a child gets in a wrong group." One parent objected to her son having to wait for a reading group to catch up to him.

APPENDIX F

IIC Worksheets

NEEDS ASSESSMENT CONCERNS - PLANNING SHEET

Concerns	Solutions
Christmas Sing	
Crowd	Children left after they performed
Teacher performance	Teacher performance discontinued
Unable to see children	Risers used
PTA	
Attendance	
National affiliation	
Presentations by all students	
Reporting Pupil Progress	
Report cards	District task force
Parent-teacher conferences	
Teacher honesty	
Having all teachers present	
Communication throughout the marking period	
Notification about student's problems	
School newsletter	
Unconcerned teachers	
Unsatisfactory lunchroom/hot lunch program	
Playground	
Numerous questions which surfaced during interviews	

____________ School - Proposed Activities

Communication Activities

Neighborhood coffee klatsches (Principal)
Purpose: answer numerous questions

Student Fair in the spring (Unit/Primary grades/Everyone)
Purpose: solve concern about primary students not performing for PTA

Unit potlucks (Unit)
Purpose: create an awareness of units; communicate with the parents about what the units are doing

Positive/Negative calls from the teacher (Unit/Everyone)
Purpose: solve concern about continual update on student's progress

Response sheet to accompany student's papers (Unit/Everyone)
Purpose: solve concern about continual update on student's progress

School newsletter (Everyone)
Purpose: communicate with the parents about what the units are doing; inform about upcoming events

Report card revision
Purpose: solve concern about present report card format

Parent-teacher conference additions (achievement data, preconference inventory)
Purpose: encourage parental involvement in conferences (2-way communication)

Neighborhood Representatives
Purpose: answer numerous questions; communicate with the parents about what the school is doing

Spring choir program/sing
Purpose: solve concern about students not performing enough

Open House for general presentation and questions (Unit)
Purpose: answer numerous questions which are now answered during conferences

Proposed Activities (Continued)

Participation Activities

Title I Parent Advisory Council

Parent Advisory Council for lunchroom concerns
Purpose: have parental participation in solving lunchroom concerns

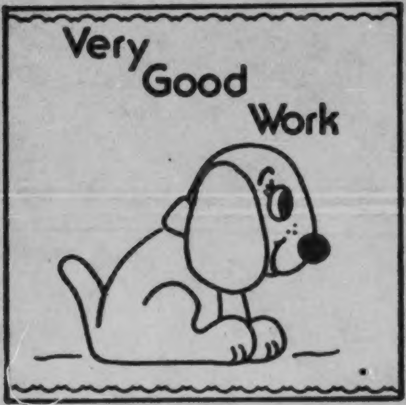
Parent Advisory Council for report card concerns
Purpose: have parental participation in solving report card concerns

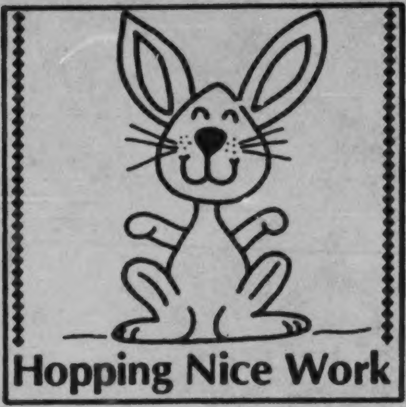
Input sheet for instructional suggestions
Purpose: have parental input on learning modes observed at home

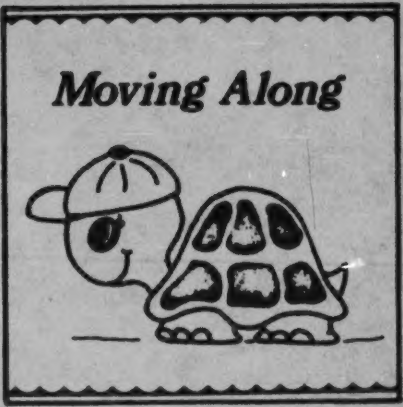
APPENDIX G

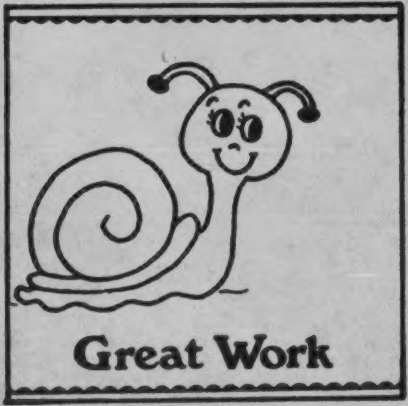
Samples of the Commendation Forms Utilized in Units A and B

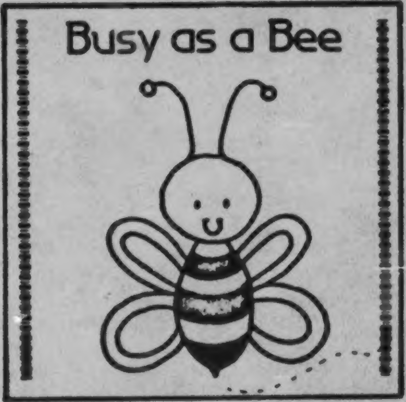
GOOD WORK TICKETS

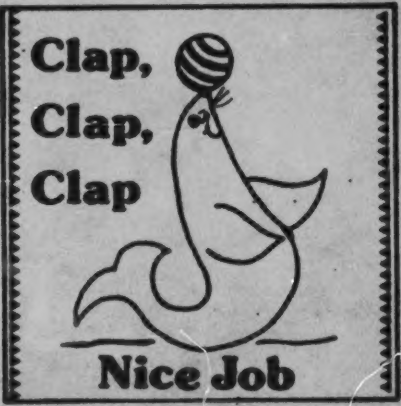

Very Good Work


Hopping Nice Work

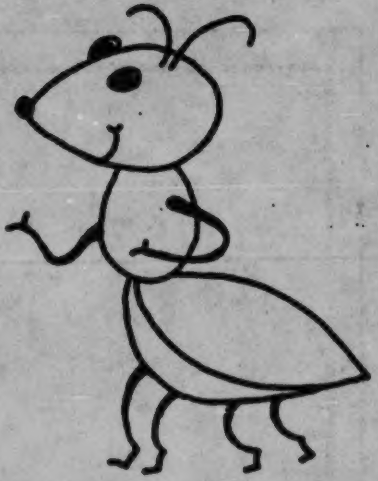

Moving Along




Busy as a Bee


Clap,
Clap,
Clap
Nice Job

Addition Ant Award



Awarded to

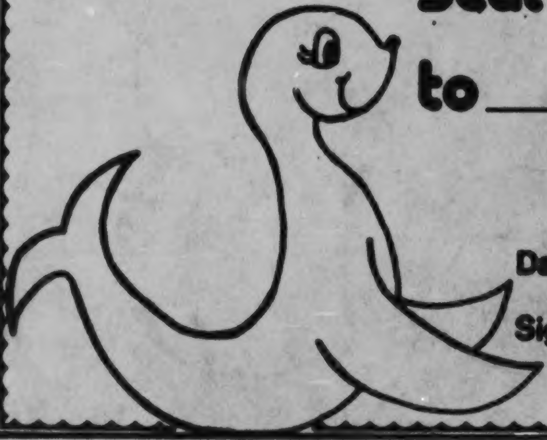
____

For Learning Addition Combinations

Date ______________________________

Signed ______________________________

Super Subtraction Seal is Awarded



to ______________________________

Date ______________________________

Signed ______________________________

COPYRIGHT 1976 PRENTICE-HALL LEARNING SYSTEMS, INC.

Busy as a Bee

This award is presented to

____

For ______________________________

Signed ______________________________

Date ______________________________

APPENDIX H

Sample of the
Preconference Inventory Utilized in Unit C

March 7, 1977

Dear ______________________________,

Parent-teacher conferences are scheduled in Unit C for Tuesday, March 29th and Wednesday morning, March 30th. We ask you to join with us to plan for a meaningful and informative conference for ____________. There will be time set aside for you to visit one or more of your child's teachers to discuss any concern you may have about his/her day at school.

Please complete the bottom portion and return as soon as possible. We shall return a confirmation of your conference.

Sincerely,
Unit C Staff

- -

Please check two or three of the following areas or teachers with whom you especially want to confer:

(Teacher)

___ Reading ______________

___ Math ______________

___ Spelling ______________

___ Language ______________

___ Penmanship ______________

(Teacher)

___ Social Studies ______________

___ Science ______________

___ Art, Music, Phy. Ed. ______________

___ Citizenship ______________

___ Work & Study Habits ______________

___ Your child's achievement scores

___ Your child's ability compared to his/her grade level

___ Other (Please explain) ____

____

To help plan your conference, please indicate a day, morning, or afternoon and approximate time that would be best for you.

___ Tuesday, March 29th, ___ A.M. ___ P.M. ____________ time (8am-5pm)

___ Wednesday, March 30th, ___ A.M. only ____________ time (8-11:30am)

Parent's Signature ______________________________

Child's Name ______________________________

March 7, 1977

Dear Parents,

The following is a list of classes and teachers that your child meets with during his/her day at school. We hope this will help you to plan your conference information sheet. If you have any questions, please feel at ease to call at any time.

Sincerely,
Unit C Staff

Homeroom	ABB	BIFANO	GRIFFIN	NELSON	SMITH	WILMS
Reading	ABB	BIFANO	GRIFFIN	NELSON	SMITH	WILMS
Math	ABB	BIFANO	GRIFFIN	NELSON	SMITH	WILMS
Spelling	ABB	BIFANO	GRIFFIN	NELSON	SMITH	WILMS
Language	ABB	BIFANO	GRIFFIN	NELSON	SMITH	WILMS
Penmanship	ABB	BIFANO	GRIFFIN	NELSON	SMITH	WILMS
Social Studies	ABB	BIFANO	GRIFFIN	NELSON	SMITH	WILMS
Science	ABB	BIFANO	GRIFFIN	NELSON	SMITH	WILMS

The following subject areas are taught by the Special Area people and by the homeroom teacher:

Art	Mr. Wallis	Homeroom Teacher
Music	Mr. Johns	Homeroom Teacher
Phy. Ed.	Mr. Blum	Homeroom Teacher

Others:

Learning Problem Specialist - Miss Kalweit

Psychologist - Mr. Schollmeier Counselor - Mr. Gronert

Reading Consultant - Mrs. Goodell Speech - Mr. Myers

Title I - Mrs. Briski (AM) & Mrs. Lind (PM)

Student's Name ______________________________

March 21, 1977

Dear Parents,

Thank you for helping us plan a conference for your child _________. We hope that this conference will help you as parents and we as teachers better understand the progress of our children.

Your conference is arranged as follows:

	(Teacher)	(Date)	(Time)
___ Homeroom			
___ Reading			
___ Math			
___ Spelling			
___ Language			
___ Penmanship			
___ Social Studies			
___ Art, Music, Phy. Ed.			
___ Other			

The Homeroom Teacher will discuss achievement scores and ability levels if you have requested this information.

Sincerely,
Unit C Staff

- -

Please clip and return this portion.

_____ I will keep my conference time.

_____ I am unable to keep my conference time.

_____ I can come at: ______________________________________
(Day) (Time)

Parent's Signature ______________________________________

Child's Name ______________________________________

APPENDIX I

Sample of the
Conference Evaluation Utilized in Unit D

Conference Survey - Unit D

Dear Parents,

Unit D is making a survey of parents' feelings about parent-teacher conferences. We are using this method to evaluate our system. We would appreciate your cooperation in completing this questionnaire.

Respectfully yours,

______________ ______________

Unit Leader

1. Are conferences held often enough? Yes ___ No ___
2. Are conferences held too often? Yes ___ No ___
3. Do conferences usually give you the information you want? Yes ___ No ___
4. Would you like to see some changes in the conferences? Yes ___ No ___
5. Do you feel comfortable and relaxed at conferences? Yes ___ No ___
6. Are you able to give your point of view and impressions at a conference? Yes ___ No ___
7. Do conferences result in better performance and learning by your child? Yes ___ No ___
8. Would you be willing to discuss the above questions? Yes ___ No ___

Comments:

____

____

____

____

____

APPENDIX J

Sample of the
Conference Evaluation Utilized in Unit C

Conference Survey

Dear Parents,

Unit C is making a survey of parents' feelings about parent-teacher conferences. We are attempting to improve conferences and are using this method to evaluate our system. We would appreciate your cooperation in completing this questionnaire.

Sincerely,
Unit C Teachers

1. Are conferences held often enough? Yes___ No___
2. Are conferences held too often? Yes___ No___
3. Did you like the way conferences were conducted this time? Yes___ No___
4. Was the chance to meet with more than one teacher helpful? Yes___ No___
5. Did you have any difficulty filling out the questionnaire which came home before conferences? Yes___ No___
6. Were you satisfied with your conference time? Yes___ No___
7. Did you feel comfortable and relaxed at the conference? Yes___ No___
8. Were you able to give your point of view and ask questions at the conference? Yes___ No___
9. Did you learn a little more about your child and his/her experience at ______ School? Yes___ No___
10. Do conferences result in better performance and learning by your child? Yes___ No___
11. Would you appreciate being called by your child's teacher between conferences? Yes___ No___
12. Would you call your child's teacher to set up a conference if you thought it was necessary? Yes___ No___
13. Do you feel your conference was worthwhile? Yes___ No___

    If not, why not? ____

    ____

    ____

14. What changes would you like to see in conferences in future?

    COMMENTS ____

    ____

APPENDIX K

Sample of the
Invitation for the Unit E Potluck

April 14, 1977

On Tuesday, April 26 at 5:30 there will be a sixth grade potluck at ______ School. All sixth graders and their families are invited.

Each family is asked to bring two dishes to pass: either a main dish and a salad or a main dish and dessert. Milk and coffee will be furnished; pop may be purchased for 15¢ a bottle. Please bring your own plates and tableware.

After dinner there will be a slide presentation by Mr. ________ and Mr. _____'s rooms on the sixth graders' trip to MacKenzie Game Farm. The students in Mrs. _____ and Miss ______'s rooms will have a Trade Fair with a play and music.

In order to determine how many tables to set up and how many beverages to have on hand, please fill out the form below and return it to school by Friday, April 22.

Hope to see your family at the potluck!

- -

Please fill in the blanks and return this section by Friday, April 22.

______ will be coming to the potluck in our family.

______ will want milk.

______ will went pop.

______ will want coffee.

APPENDIX L

PTA Carnival Thank-You Letter

October 14, 1976

Dear Parents,

The ________ School Staff wishes to thank you for your wonderful cooperation in making our All School Carnival a big success. Each and everyone of you who contributed deserve a personal thank you. An endeavor such as this should be viewed as a positive Home-School project and the outcome should (and will) benefit all of our children. We personally feel that a project such as this, and the financial gains realized, should be channeled back into the classrooms to help improve instruction and enhance the learning activities of all the children.

We recognize that the behavior and conduct of the children that evening was especially gratifying.

The money, we can assure you, will be used to purchase equipment for use in the classrooms and in our new IMC.

Please feel free to come to school and see the materials you have enabled us to purchase. Good schools are good only when both the home and the school understand each other's expectations. Our doors are always open to you and we welcome any inquiry no matter how large or small about your child and his progress or program in our school.

Thank you for your time, effort and interest.

Sincerely,

_____ _____ _______, Principal

APPENDIX M

Evaluation Form for the Question-and-Answer Coffees

Question and Answer Coffee - Evaluation

Host Home ____________________

Date _________________________

1. Do you think this question and answer coffee was worthwhile?

    _____ Yes _____ No

2. Was it helpful having both the unit leader the the principal there?

    _____ Yes _____ No

    If no, please explain: ______________________________________

    ____

3. What did you like best about the coffee? ___________________________

    ____

4. How could it have been improved? _________________________________

    ____

5. Would you be in favor of having more question and answer coffees?

    _____ Yes _____ No

6. What types of questions would you like answered at conferences?

    ____

    ____

APPENDIX N

Sample of the
PTA Student Picture Survey

PTA PICTURE SURVEY

1. Were you satisfied with the pictures this year? Yes___ No ___

2. If not satisfied, what was the problem?

____

____

3. Would you like anything added or eliminated from the package?

____

____

4. Other comments:

____

____

APPENDIX O

Staff Evaluation Form for the Christmas Sing

Christmas Sing Questionnaire

1. Did you like the way the sing was done? ___Yes ___No

   If no, what did you not like? ______________________________

   ____

2. Which of these would you favor for next year?

   ____A primary sing and an upper grade sing (2 sings) separate from each other by grade level.

   ____A primary and upper grade sing by units (2 sings).

   ____Vertical sings: 6, 5, 4, 3, 2, 1, K, Pre-K in each sing.

   ____The sing just the way it was this year.

   ____Three sings a year - a fall, Christmas, and spring sing.

3. Other suggestions:

   ____

   ____

   ____

APPENDIX P

Sample of the School Newsletter

________'s Link

home school

April, 1977 Number 3

"Souper" Equipment

Thanks to all of the Campbell soup labels you have saved over the past year, the school will soon own one Kodak Instamatic camera, three projector screens, and one audio-visual equipment table. The 20,650 labels were sent on April 1. We hope to have the equipment before the end of the school year. Many thanks to you for your help in collecting labels.

Post Equipment

Thanks also for saving Post cereal box tops. With the 625 tops which were collected we have purchased 5 soccer balls for the school. We appreciate your Post donations.

Summer Gymnastics Camps

The University of Wisconsin-Eau Claire has announced two one-week gymnastics camps to be held this summer for girls 8-years-old and older. Beginning, Intermediate, and Advanced classes will be held from July 17 through 22 and July 24 through 29. Cost is $105.00 for room, board, and tuition for the week. Registration blanks for the camps are available at the school office.

Basketball Camps

Four one-week basketball camps will be taught at the University of Wisconsin-Madison by the University athletic staff. Instruction will focus on ballhandling, passing, dribbling, position play, and defensive and offensive play. Students from 8 to 18 years of age are eligible. Cost is $120 for room and board for one week. Sessions are:

June 12 - 18 (boys)
June 19 - 25 (boys)
July 10 - 16 (boys)
July 17 - 23 (girls)

Registration blanks may be picked up at the school office.

Coffee Invitation

We once again extend an invitation to anyone interested to attend a question-and-answer coffee. These coffees are held in homes of ________ parents and are designed to be an opportunity for you to ask ___. _____ any questions you may have related to ________ School. There are two coffees scheduled for May. If you are interested in attending one, just call the school office.

Sixth Grade Potluck

All ________ sixth graders and their families are invited to a potluck on Tuesday, April 26 at 5:30. Besides good food and fellowship, there will be a program which the students have prepared on their trip to Poynette and a Trade Fair. A reservation sheet has been sent home with all sixth graders. Be sure to return it so we have enough tables and beverages for everyone.

Testing

Our annual standardised testing will be conducted from April 18 to 28. Second through sixth graders will be given achievement tests; second, fourth, and sixth graders will also be given ability tests. We would greatly appreciate your cooperation with this testing. Proper eating and adequate sleep have a definite effect on the students' performance on the tests. Your stressing to the students the importance of the tests and doing their best will also be helpful. Test results should be returned to the school by May 31, if you are interested in how your children did.

Second Again

As the February ______'s Link stated, we were trying for first place in the newspaper collection competition. Unfortunately, we came in second again, with Roosevelt in first place. But it isn't too late — we have one more chance this month. So please continue putting your newspaper in the bin by the parking lot. Maybe we can finish the year in first place!

News About TV News

The University of Wisconsin-Madison conducted a study of students' impressions of local and national news shows at ______ on Friday, April 15. Among the questions which the study was attempting to answer were: How much do students watch the news? Which news broadcasts do they watch? Why do the students watch the news? What is their opinion of why the news items are included on the news? Hopefully the results of the study will influence how news programs are broadcast in the future.

Congratulations

Congratulations are in order for:

- the ______ sixth graders for their excellent behavior on the field trip to Poynette. The Department of Natural Resources officials reported that our students were among the best behaved groups they have ever had there. We are proud of you, sixth graders, for representing our school so well. The actual D.N.R. letter is included on page 6 .
- the ______ third graders for their excellent progress and behavior during the Drownproofing program at the Y.M.C.A. By the end of the ten lessons, there was noticable progress by everyone. Thanks also to the parents who donated their valuable time to chaperone the

group and to the teachers who dried over 100 towels every night.

- all of the parents who returned the many questionnaires which have been sent home during the past month. Out of 390 questionnaires sent home on student pictures, 195 were returned. That is an excellent rate of return. Although we didn't count how many of the report card questionnaires were sent back, there were lots. We thank you for your interest in the school and the time you took to fill out the questionnaires.
- _______ _____ for winning third place in the _________ library poster contest. Entrants from throughout the district competed. _______ placed third among the posters of all fifth graders in the city. She and her parents attended the awards presentation on Saturday, April 16 at the _________ Public Library.

Mark Your Calendar

April 18 - Boy Scouts physical fitness

April 19 - P.T.A. (6:30 - Board meeting, 7:30 - P.T.A.)

April 18 - 28 - Standardized testing, grades 2 through 6.

April 22 - Curriculum Day; all students dismissed at 11:15 for the afternoon.

April 25 - Boy Scout Pack meeting - 6:30

April 26 - Sixth grade potluck - 5:30

How Parents Can Help in the Arithmetic Program

Give your child practical experience using arithmetic at home. For example:

1. Mention the size of containers, such as pints of cream and half gallons of milk.
2. Allow your child to help you bake and actually measure ingredients.
3. When laying carpet or tile or seeding or fertilizing a lawn, allow your child to help in measuring areas or quantities of material.
4. Before a shopping trip, have your child read newspaper ads and price the cost of items to be purchased. Let him compare prices and quantities marked on containers to determine the best buys.
5. Provide him with experiences telling time, using the calendar, reading a thermometer, barometer or even a stop-watch.
6. Let him calculate age, weight, height, or dimensions.
7. Figuring gas mileage, tolls, and other trip expenses are all learning experiences.
8. Games like monopoly, dominoes, cribbage, and bingo can improve his use of numbers.
9. Give an older child the job of checking bank statements against cancelled checks.
10. If the child is having difficulty with multiplication tables, buy or make flash cards and use them on a regular basis. He will enjoy giving answers he knows and will learn more complex problems through drill.
11. Let your child explain the arithmetic papers he brings home from school, and take the time to help him correct and understand his mistakes.

Remember: The average child spends 900 hours a year in the classroom and 3,285 hours sleeping, which leaves 4,575 hours a year "left over." Those 4,575 hours are golden opportunities to stretch your child's learning wings and build at home on what he learns in school, to work along with his teachers to spark his curiosity, energy, and enthusiasm for learning. Choose opportunities that fit your child's age and interests. All children need parental encouragement, guidance, and support.

Source: Golden Opportunities to Build on What Your Child Learns in School, produced by the parents and staff of the Springfield, Massachusetts public schools.

State of Wisconsin \ DEPARTMENT OF NATURAL RESOURCES
Resident Center
Poynette, Wis. 53955

Anthony S. Earl
Secretary

BOX 450
MADISON, WISCONSIN 53701

March 24, 1977

IN REPLY REFER TO: 8510

Dear Bob and Paul:

Attached please find requested summaries of the evaluations.

We really enjoyed your groups' visit to the MacKenzie Center. I hope that you and your students did too.

Thinking back over the many groups that have used this facility, we all feel that your 2 groups were some of the best that we have had. Your organization and students' enthusiasm were great!

Also, it was very pleasant to conduct a program that had such intent and courteous listeners.

Please pass this information on to your principal. She was the first principal that has gotten actively involved with any of our programs. It was great to see her here!

Sincerely,

Joel L. Stone

Joel L. Stone
Resident Coordinator

JLS:ml

attach.

THIS IS 100% RECYCLED PAPER

APPENDIX Q

Evaluation Form for the Unit E Potluck

Unit E Potluck - Evaluation

April 26, 1977

1. Do you think the potluck was worthwhile? ___ Yes ___ No

2. Did you learn anything about what your sixth-grade child(ren) has been studying? ___ Yes ___ No

3. Did you appreciate the opportunity to learn about what the sixth graders have been studying? ___ Yes ___ No

4. What did you like best about the potluck? ______________________________

   ____

   ____

5. What suggestions do you have for improving the potluck? ______________

   ____

   ____

6. Would you attend a similar potluck in the future? ___ Yes ___ No

Comments: ____

____

____

____

APPENDIX R

Parent Questionnaire for Program Evaluation

April 29, 1977

Dear Parents,

We are presently involved in making plans for next year. To do this planning, we need some reactions from you to some of our efforts this year. We would appreciate your filling out the questionnaire and returning it to school by Wednesday, May 4. Thanks!

1. For how many years have you had children at ______ School?	___years
2. One of our goals this year has been to improve the communication from the school to the home. How would you judge the communication from the school this year? Circle one:	Much improved Somewhat improved Not improved Worse
3. We have also attempted to provide more opportunities for parents and staff members to discuss school-related topics. How would you judge the opportunities for you to discuss your concerns and questions? Circle one:	Much improved Somewhat improved Not improved Worse
4. Our third goal has been to provide more opportunities for you to become involved in what is happening at school. How would you judge your opportunities to become involved? Circle one:	Much improved Somewhat improved Not improved Worse
5. We have tried to provide more opportunities for you to help in making decisions affecting your children and the school. How would you judge your opportunities to participate in decision making at the school? Circle one:	Much improved Somewhat improved Not improved Worse
6. Another goal has been to try to solve problems and concerns of parents regarding the school. How would you judge your opportunities to have your school-related problems solved? Circle one:	Much improved Somewhat improved Not improved Worse
7. We have attempted to create an atmosphere in which you would feel free to approach teachers and/or the principal with your concerns related to the school. How would you judge your opportunities to discuss your concerns? Circle one:	Much improved Somewhat improved Not improved Worse

(over)

8. Finally, we have tried to have the school reflect the wishes and desires of the parents which it serves. How would you judge the success of the school in this goal? Circle one:	Much improved Somewhat improved Not improved Worse

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Do you think we should continue:

- the chance for you to see more than one teacher during conferences, as in Unit C the last conference time?	Yes No Don't know
- the chance to tell the teachers what you would like to discuss during conferences, as in Unit C the last conference time?	Yes No Don't know
- the awards for students when they complete their work, as in Units A and B this year?	Yes No Don't know
- the unit potluck, as in Unit B this year?	Yes No Don't know
- the coffees for answering your questions?	Yes No Don't know
- the workshop for making games for your children, as in Title I this year?	Yes No Don't know
- the newsletters from classes?	Yes No Don't know
- the school newsletter?	Yes No Don't know
- having conferences in students' homes?	Yes No Don't know
- sending questionnaires home to ask your opinions on school-related topics (report cards, etc.)?	Yes No Don't know
- student presentations at PTA?	Yes No Don't know
- notices sent home with the oldest child?	Yes No Don't know

Comments: ____

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APPENDIX S

Staff Questionnaire for Program Evaluation

April 29, 1977

Dear __________,

In making plans for next year, we need some reactions from you as to some of our school-community relations efforts this year. I would appreciate your filling out the questionnaire and returning it to me by Wednesday, May 4. Thanks!

1. One of our goals this year has been to improve the communication from the school to the home. How would you judge the communication from the school this year? Circle one:	Much improved Somewhat improved Not improved Worse
2. We have also attempted to provide more opportunities for parents and staff members to discuss school-related topics. How would you judge the opportunities for parents to discuss their concerns and questions with the staff? Circle one:	Much improved Somewhat improved Not improved Worse
3. Our third goal has been to provide more opportunities for parents to become involved in what is happening at school. How would you judge the opportunities for parents to become involved? Circle one:	Much improved Somewhat improved Not improved Worse
4. We have tried to provide more opportunities for parents to help in making decisions affecting their children and the school. How would you judge the opportunities of parents to participate in decision making at the school? Circle one:	Much improved Somewhat improved Not improved Worse
5. Another goal has been to try to solve problems and concerns of parents regarding the school. How would you judge the opportunities of parents to have their school-related problems solved? Circle one:	Much improved Somewhat improved Not improved Worse
6. We have attempted to create an atmosphere in which parents would feel free to approach teachers and/or the principal with their concerns related to the school. How would you judge their opportunities to discuss their concerns? Circle one:	Much improved Somewhat improved Not improved Worse
7. Finally, we have tried to have the school reflect the wishes and desires of the parents which it serves. How would you judge the success of the school in this goal? Circle one:	Much improved Somewhat improved Not improved Worse

Do you think we should continue:

- the chance for parents to see more than one teacher during conferences, as in Unit C the last conference time?	Yes	No	Don't know
- the chance to have parents tell you what they would like to discuss during conferences, as in Unit C the last conference time?	Yes	No	Don't know
- the awards for students when they complete their work, as in Units A and B this year?	Yes	No	Don't know
- the unit potluck, as in Unit E this year?	Yes	No	Don't know
- the coffees for answering parents' questions?	Yes	No	Don't know
- the workshop for making games for children, as in Title I this year?	Yes	No	Don't know
- the newsletters from classes?	Yes	No	Don't know
- the school newsletter?	Yes	No	Don't know
- having conferences in students' homes?	Yes	No	Don't know
- sending questionnaires home to ask parents' opinions on school-related topics?	Yes	No	Don't know
- student presentations at PTA?	Yes	No	Don't know
- notices sent home with the oldest child?	Yes	No	Don't know

Comments: ____

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